

Educational Supplement

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Break

Hot gossellers

Music is for everyone and should be firmly entrenched in the timetable. This is the gospel of the Schools Council project, music in the secondary school curriculum.

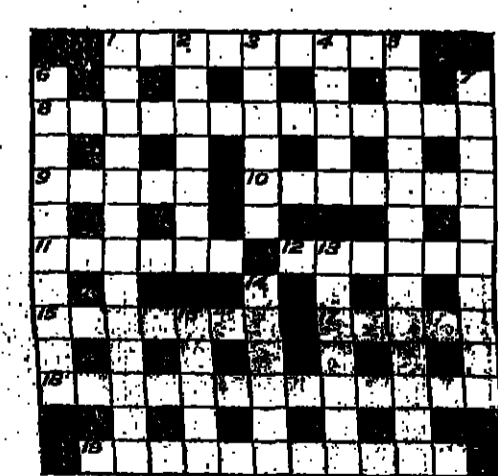
The project, set up in the department of music at the University of York in 1971, is now into the last year of its formal life.

But the formal life is rather ceasing to be the most important aspect of the project—and just as well perhaps since £77,000, the Schools Council grant, would cease a lot to pay for what will probably be very little by way of published products.

The informal network of eager disciples in York and throughout the country, consisting of music advisers and teachers in secondary schools, represents a more important legacy.

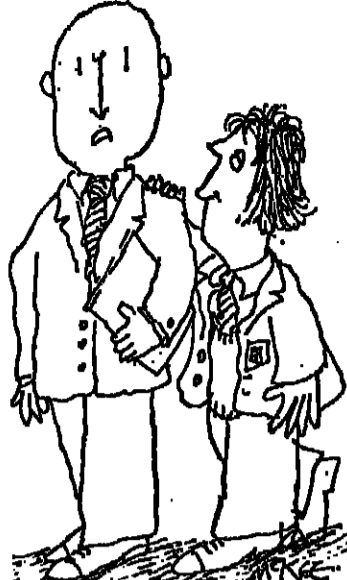
The network also operates as an unofficial old boy network for appointments when schools are looking for music staff who are good in the kind of music-for-all teaching which is the project's hallmark.

Crossword No 1,090



- Across: 1 Vessel carrying Jovan's (5, 4); 2 USSR citizen expert in measures (7, 6); 3 4-5 in - that is the end (5); 4 10 - map (7); 5 Something unmindful persons (6).

of the project's most enthusiastic pilot persons. One of the most enthusiastic full-time project persons is the new (since January) schools liaison officer, Gillian Blake.



"The Schools Council will be participating in a project on Fire Prevention Education which is being funded by the Home Office. This will analyse how the teaching of fire prevention can best be provided in secondary schools, and develop appropriate teaching material (interdisciplinary and single-subject)."

Locks and lunches

"At the end of a day in Bristol I felt less tired than at break in London." That pretty well summed up the differences found by two groups of mathematicians.

The curriculum, however, is more comprehensive in its spread of ability. Ken Smith found he overestimated the ability of his 14-year-old group at Woodberry Down.

In Bristol there was no such air of tension. Staff ate lunch with the pupils: "lunches were very well organized, with a pleasantly orderly atmosphere, and pupils re-laying places for those at later sittings."

"Never mind what I said at the street party. It's 'sir' again now, if you don't mind."

Two other points of contrast struck them. In London staffing and resources were higher for a marginally smaller school but this had no apparent effect on, for example, class sizes.

Mr. Bross, a big lad, a bit stuck around the middle, boyish face, disarming smile, said he did not mind communists in NATFHE so long as they did not use their power to further their own interests.

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Harrigate College of Fur' or Education, thought it was hilarious that the recent annual conference of the National Association of Teachers in Further and Higher Education should be ready to spend half a morning discussing the political activities of one member.

Mr. Bross's enthusiasm for the National Front—he has thrice stood as parliamentary candidate, pulling 8 per cent of the votes at Stechford this year—had led to the tabling of a motion at NATFHE's annual conference to the effect that membership of the Front was in the curriculum of the Future London movers, "detrimental to the interests of the Union".

"I make it a rule never to mention my political views to my students", he said, sitting in his small red brick house outside which no car was parked.

What about his colleagues? "One or two I don't get on with because of my politics but others have come up and said they agree with me."

My appointment began to wobble. I protested that the NUT's proposals would be a disaster for the Government's plans to procure staffing standards.

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in schools throughout the country they would revolutionize the system of reading," said Miss Baldwin.

At the meeting letters of were read out from pupils ages and abilities. One grandmother, who had been read from Miss Baldwin's books had then used them in her 10-year-old grandson.

A film was shown of G. Baldwin working with children, who clearly loved many teachers would have responded to the message.

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Standards are indeed slipping. I started to pick up my pen and write when I saw the NUT's proposals would be a disaster for the Government's plans to procure staffing standards.

Next week: Norman Stone sees David Irving's new biography; books on history, politics and social sciences; Extra: secondary school science; A European commission compares British and other schools with those on the Continent.

Strike—NUT call out staff in battle over axed jobs

National Union of Teachers called a strike in Oxford from Monday to Wednesday. The NUT's campaign against the Government's proposals to axe 344 jobs including the sacking of up to 160 teachers.

Under the NUT's proposals, the number of teachers in the primary schools would decline from 23.5 to 18.1. In secondary schools it would fall from 17 to 13.1.

Mr. Jarvis said the sacking could be avoided if the authority spent the money in its reserves on supplementary funds. It had no reserves, he said.

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by Stephen Cohen

did the utmost to avoid reduction of teachers' jobs", the spokesman said. "Our view was that the teacher in the classroom was the prime resource."

These initial savings amounted to £1.5m. The rest, it was decided, would come from teachers' salaries and, as a result, the county's rate increase this year was 25 per cent.

Mr. Jarvis, NUT general secretary, said the strike would be called off if the authority gave an assurance that no jobs would be cut and that the county would be faced with this dilemma of deciding whether to increase the rates to pay for all the things they would like to provide, or holding the rates down and so providing worse services.

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teachers employed by the county council on contracts which expire on August 31 may have to lose their jobs and secondary because it is proposed to worsen the pupil-teacher ratio.

Although the union is not making a major issue of these short-term contracts, they are, in fact, proving to be the biggest stumbling block against a solution to the dispute.

But an offer was made two weeks ago to the union that all teachers on short contracts would be guaranteed employment until March 31 of which time there would be "reasonable hope that jobs would have become available for all of them."

The county council paying out up to £300,000 more in teachers' pay in exchange for a shorter period of school and the probability of a dispute next term if we had not, by then, committed to the teachers some £2m extra on next year's rates," Mr. Streetfield said.



Savez qui peut: cross-Channel ferries are awash with English schoolchildren off to France for the day. Bob Doe went with them (and their brave teachers) on one invasion of Boulogne, page 6.

Cabinet pudding

Grants for young people in education after 16 may be improved—but no thanks to some. The Cabinet discussed these grants along with the Holland report yesterday.

Did Hitler know?

Controversy has raged during the past two weeks over David Irving's view that Hitler was ignorant of what was happening to Germany's Jews.

Rebels rapped

Shirley Williams has written to prod seven of the authorities rebelling against comprehensive reorganisation into action. The targets will hear soon.

Extra:

Secondary science books pages 37-44

School to work

A report on the changing market for graduates; two views on what lies beyond TEC; a defence of the Youth Service Forum.

Them and us

What might happen if British primary schools became more like European primaries? A European educationalist contrasts the two systems.

Classified ad index

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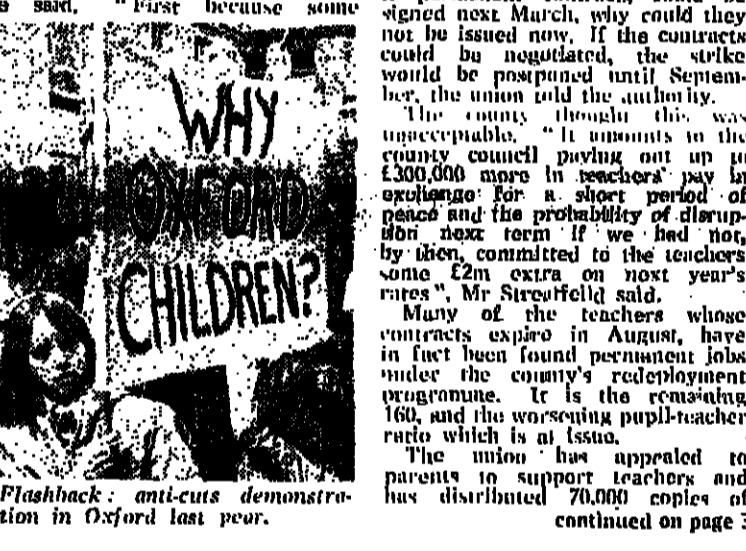
Conciliation before collision

Oxfordshire and the NUT locked on a Nelson course, it is important now to sort out two connected issues which have led to this impasse. First, there is Oxfordshire's desired reduction in staffing—the elimination of 344 jobs in the coming academic year—which is going to lead to a sharp deterioration in the pupil-teacher ratio.

On other places: Oxfordshire's cure are not as severe as far proposed. It is quite possible that the inevitable—that the largest teachers' union should do everything in its power to draw attention to this direct attack on teaching standards.

Second, there is the specific and immediate danger of about 160 full-time equivalent jobs who are under threat. Whereas most proposals worsening pupil-teacher ratios involve running down numbers through natural wastage, Oxfordshire has a number of teachers on short-term contracts, who stand to lose their jobs in the coming months.

Unless training in skill, associated with proper education for leisure, at the least able of our adolescents we shall create, a decade hence, a violent unemployment ramp. Discuss—question in 1966 Reading University DipEd exam paper.



Flashback: anti-cuts demonstration in Oxford last year.

Heads they win

Andrew Bross, 30-year-old lecturer in government, law and politics at

Rigar the tiger

In a small room on the top floor of Holborn Library, a group of parents, teachers and other followers of the "Patterns of Sound" reading method met together recently to form the Baldwin Association for Literacy.

Next week

Norman Stone sees David Irving's new biography; books on history, politics and social sciences; Extra: secondary school science; A European commission compares British and other schools with those on the Continent.

Position after 26.R.P.

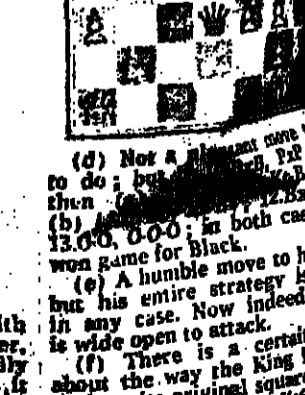
(d) Not a knight come to the throne (2, 10); (e) A humble move to heaven (10, 10); (f) A humble move to heaven (10, 10); (g) Threatening K-K-6; (h) With the deadly touch (10, 10); (i) Because of 27, R-R-7; (j) K-K-1, Q-Q-7 when mate is on K1.

Chess

Make sure of your system. In the past 50 years various systems of play in the opening stages have been invented by the more imaginative and original of our great masters: the Ruy Lopez, Catalan System, Nimzowitsch Attack, Larsen Defence, etc. These are all systems devised to mystify the adversary and, to a large extent, they depend upon tactical resources to make good the deficiencies of what are, in essence, artificial set-ups.

Methods of the opening play of the classical school of masters, using, for example, the Queen's Gambit or the Ruy Lopez.

What happens when your system comes unstuck was well illustrated by the following game played in the Biel International 1976. White: Gsom Black: Portisch Nimzowitsch Attack.



(a) A system of development with a great Latvian master, Aron Nimzowitsch made equally great play in his lifetime. But it requires the most accurate handling to be effective.



Can Jim fix it?

Mrs Williams faced a major test of her political weight in the Cabinet this week. Not only was she trying to get at least a general commitment to review and improve educational maintenance grants...

On the Green Paper, too, she reputedly has the support of blunt men and true such as Mr Varley. Indeed cynical observers claim that robustness about the importance of standards and discipline is greater in the less formal higher education the minister personally received.

White Lion at bay

By the time this issue appears, it will be known whether the narrow majority decision of the Labour group in the Inner London Education Authority to refuse support for the White Lion Free School...

The White Lion School is only asking the ILEA for what it would otherwise have to spend on such children in other maintained schools. It is not asking for special treatment from teachers and other staff...

Conciliation or collision?

Mr Fred Jarvis is quoted as saying that they could easily pay for the extra teachers out of reserves or the contingency fund. But the authority has already run down reserves to well below the level recommended by the Government...

All this means that the NUT should blame the Government as well as Oxfordshire. What is happening in Oxfordshire follows closely from Mr Jarvis's policies and Mr Oscar Shore's application of them.

The forthcoming Green Paper will ask each I.e.a. to carry out a curriculum review. CONRAD RAINBOW, chief education officer for Lancashire, one of the authorities furthest advanced in working out a curriculum and standardized tests of achievement, here sets out what such a review should aim at

At the heart of the core

The curriculum of all schools embodies the aims and objectives of the part schools play in the development of children and young people. Composed of various subjects, it is the vehicle through which knowledge and understanding are achieved and reasoning and skills are developed.

How much more we can do to achieve spiritual development in school subject terms requires careful thought. Other subjects contribute. The ethos of the school community itself is a major influence. Perhaps we cannot hope for more given the very limited time in the course of a year which children actually spend in school.

surely it is not impossible to group of historians to get the and decide the essential content of a course. Examining boards have been doing it with confidence. Nor must we ignore the pupils which are just as an secondary schools. Their main function, the acquisition of communicative skills must be closely defined.

Mrs Williams's shaky ground in Cabinet fight for 16-19s

by Arioli Stevens and Mark Jackson

Only a general commitment to improve educational maintenance allowances is likely to be made when the government announces its decision on the Holland scheme for jobless school leavers next week. This was the most Mrs Shirley Williams, the Education Secretary, could hope to achieve when the subject was discussed by the Cabinet yesterday.

the proposed Holland grants. It was the paper setting out those sums which failed to gain support from the Cabinet committee last week. Nor would the committee agree to a general statement in favour of reviewing the allowances with a view to improving them next year.

moment sets ES as the maximum education maintenance grant. Partly with Holland is favoured by the DES working party on the under-19, an offshoot of the joint DES/I.e.a. expenditure steering group on education. The local authority associations (where education is weak), however, made it plain when they met Mrs Williams on June 1, that although they agree with the working party that there must be no discrimination between the sixth form and further education students, they oppose any attempt to match Holland because of the cost.

Leavers force up unemployment

School leavers registering as unemployed last month pushed the United Kingdom jobless figures up to 1,450,055. The Department of Employment announced this week that an extra 104,002 young people were unable to find work after leaving school in May and early June.

Students seeking vacation work and registering for benefit if they do not find it will also swell the totals, if only for one or two months. Vacancies for school leavers notified to careers offices fall by 5,440 to 27,577. The worse affected region was Northern Ireland where 11.2 per cent of the working population was unemployed.

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Strike-NUT acts on jobs

averting the strike is an appeal to the national disputes machinery. Mr Streetfield expects conciliation to come at national level but the union has pointed out that further disputes procedure is operated, the status quo and rescind the cuts.

Mr Jarvis, general secretary, said last week: "This strike action marks a major development in the NUT's action against expenditure cuts. We have of course been mounting action for growing numbers of places, including Oxfordshire, but this is the first occasion on which union members have been asked to withdraw their labour."

Both sides are willing to have further talks but if nothing is done in the meantime, it is clear that thousands of children will be starting their summer holidays early.

Cash to tackle delinquency

Mr Ennals was speaking at a seminar organized by the Department of Health and Social Security to discuss progress in "intermediate treatment", a broad term covering different kinds of community-based attempts to help children out of trouble. Over 300 social administrators, social workers, teachers, magistrates and police attended.

Letters to the Editor

Union inquisition Eyeing right Sir, Jack Hendy's advocacy of the closed shop is frankly alarming (June 10). This new spool of intolerance shows how similar in spirit are the new zealots of the materialist left to the old fanatics of the theological right.

Members of the National Association of Teachers in Further and Higher Education under interdict of excommunication might soon learn that they, like the faithful of old, might suffer more than spiritual excommunication.

At present the conspicuous objector to strike action is liable to expulsion from his union. Under the closed shop, however, he will suffer more than the loss of membership with his pedagogic brethren.

ILEA moves to muzzle the White Lion's roar

by Owen Surridge

End of term may also see the end of London's White Lion Free School following an ILEA Labour group decision not to provide the funds the school urgently needs if it is to survive. After the caucus meeting Sir Ashley Bramall, leader of the ILEA, admitted that the authority had no plans for educating the 40-odd children involved although it is known that they would have difficulty fitting into ordinary schools.

The final decision rests with the ILEA schools sub-committee, which met yesterday after the TES had gone to press and although there is mounting pressure to counter the caucus decision opponents are not optimistic. Political decisions of this nature are rarely changed. Their hope stems from the fact that the decision was very close—12 votes to 10, with Sir Ashley abstaining and the absence of Mr Harvey Hinds, another member of the group.

ANNOUNCEMENT

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Answer to CNA A maths poser

A four-year course for all maths students, whether they are doing an ordinary or honours degree. This might be one way of solving the problem of getting enough maths training on the timetable of Council for National Academic Awards (CNA) maths courses.

According to Dr Edwin Kerr, the council's chief officer, the average number of students on the CNA A maths courses last year was 6.6. Maths was not the worst subject, with only 5.5 the average for science students. But compared with English, where the average was 26.6, the maths figure was very low.

Dr Kerr told a course organized by the Institute of Mathematics that the CNA A believes the minimum length of maths courses should be 100 contact hours. He regretted that some had been approved which had less than this. However, when the CNA A looked again at these courses for first and middle school teachers it would

pay much more attention to this aspect.

The difficulty he saw with a four-year course for everyone would be cost.

Sister Dorothy Bill, principal of Dighy Stuart College, now part of Rushmore College of Higher Education in London, questioned the view that O level maths should be an entry requirement for intending teachers.

This proposal is likely to be put forward in the forthcoming Green Paper on education, Sister Dorothy said she feared this would encourage schools to concentrate on getting children through O level rather than giving them a true understanding of maths.

"If we are not careful we may be deterring good candidates from coming forward because their own second school teaching in mathematics has been poor."

The main object of a college

mathematics course was to change the attitude of students to the subject. She said 59 per cent of those wanting to teach in primary or middle schools who entered her college in September had not passed O level mathematics. Many people arrived at college thinking they could avoid teaching mathematics in schools altogether.

Professor C. W. Kilmister, of Kings College, London, said that considerable discontent was developing in the university over its lack of control over the content and assessment of mathematics courses in the colleges.

The Mathematics Board of Studies did not believe it was enough to train people to teach. They also needed to know some mathematics. If courses failed to live up to expectation, the board would have to review the whole question of university validation for them THIS.

Bob Doe joins a cross-Channel invasion 'Parlez-vous Awayday...?'



Parlez-vous Awayday with British Rail? At least 25,000 schoolchildren will have done so in Boulogne by the end of this summer term. The Folkestone ferry last week was full to the gunwales with them.

Sealink is packing them in for the day-trip excursion which allows four hours abroad after a journey lasting as long from London. As many as 900 of the 1,100 places aboard the ferry are taken up by schoolchildren on some weekdays. There were some complaints about this from the other few passengers last week. It was as though children were the invention of schools rather than the creation of parents.

The approach to the French coast was announced by a chorus of "bonjour, monsieur" from eager young francophones hailing any French fishing craft that ventured within a kilometre or two of the ship. The captain, before they swarmed ashore and before they ever left the dockside some were filling in worksheets or buttonholing puzzled looking Frenchmen. Others, with more self-directed initiative, were off to get in grips with some serious work or to sample the local talent.

One seasoned Awayday teacher said "knives, hammers and 'bangers' were the least desirable purchases on the boat, depending on your point of view). The knives were illegal in Britain and children were not allowed to bring alcohol back.

He had found it necessary to ban the fireworks after returning home one year in a jittery Victoria Station, his school had caused a turnout of the Bomb Squad complete with dogs. Nevertheless, swartly street hawkers pounced on the foreigners as soon as they step ashore at Boulogne tempting them

FE and HE colleges conference Reports by Bert Lodge

Case for FE at 15

Looking back at the development of further education since he became a principal 29 years ago, Mr Deryck Mumford, who retires from Cambridge College of Arts and Technology this year, said he had come to the conclusion there was a strong case for further education to begin at 15.

He backed the tertiary college with its wide range of courses, direct contacts with employers and breadth of academic, industrial and business experience among staff.

Mr Mumford pointed out that Clarendon House, the document setting off the Government's intention to select 16-year-olds for school, was a mistake. "That this type of thinking still permeates the DES is shown by its continued annual publication of statistics and reports about the numbers of young people staying on at school beyond the compulsory leaving age. A full-time 17-year-old level student in a further education college is still officially a drop-out."

One seasoned teacher of said in all the years he had once had any serious morning

Why teachers could learn from industry

A suggestion from a senior educationist that all teacher training should be stopped for five years was made last week at the summer meeting in Blackpool of the Association of Colleges for Further and Higher Education.

Mr David Coatesworth, county education officer for Norfolk, said it would solve the problem of the gap existing between teachers and the outside world. "The next intake of teachers would then be 25 years old and we should say to them now, 'Spend these five years in industry or commerce learning how the majority of your pupils will spend the rest of their lives'."

An analysis of the work experience of the staff of a county grammar school had shown that against a total of 900 years of teaching experience, members had only 44 years of any work outside. Mr Coatesworth said. Of those, 22 were recorded by the Civil Service.

Mr Coatesworth's remarks followed a paper by Miss Ann Muellor, Under-Secretary, Department of Industry, in which she stressed the need for education to be "market oriented" particularly the vocational aspects. This led to disagreement among educationists and

spokesmen from industry at the conference on where the balance of blame lay for the shortcomings of education in the eyes of industrialists.

Mr George Barber, until recently director of personnel and training of the British Aircraft Corporation, said the mismatch between the content of degree courses and the needs of professional engineers was a major problem. There was too much concentration on applied sciences and associated mathematics with little or no attention to economics, production technology, creative design or industrial style problem-solving.

A challenge that industry was to blame to some extent came from Mr Stan Broadbridge, general secretary designate of the National Association of Teachers in Further and Higher Education. He complained that, in dealing with industry, colleges rarely came into contact with anybody other than the personnel department.

He was supported by Mr Bill Easton, principal of Southgate Technical College, London. "We find difficulty in getting our lecturers back into industry to update their techniques and knowledge", he said. "Some industries do not want to reveal their developments."

Union courses for bosses too? Emphasis on wrong issues

A call for trade union courses at colleges to be thrown open to outsiders was made by Mr D. B. Edwards, principal of Rotherham College of Technology. At present it is TUC policy to restrict their courses to trade union members only.

"Should not management be involved?" he asked. "A good start could be with courses on the Health and Safety at Work Act."

Mr Edwards was opening the discussion on a paper read by Miss Brenda Dean, secretary of the Manchester branch of the Society of

Graphical and Allied Trades. Miss Dean said since 1975 £800m had been spent on creating jobs. Yet young people could not be expected to look upon the activities Training Board, told the conference. They appeared to be: which institutions should have teacher-training, whether certain national activities were to be funded by the Training Services Agency or the DES, and in what sort of institution sixth-formers should be educated.

There was another area where a more important job was waiting to be done—dealing with normal youngsters who leave school. Fortunately it was being done. One result of unemployment was that this country was being driven to do something for the 16 to 19s.

Mr John Miles, principal of Bridgewater tertiary college, did not agree that the argument about where sixth formers should be educated was trivial. The tertiary colleges were not taking over the further education of 16 to 19 year olds. The colleges had some characteristics of the grammar school and some of further education. "Something really new must come into being for this age group", he said.

It was depressing to look at what were regarded as the most important educational issues of the day, Mr Miles said. He was not sure that the Training Board, which had agreed that the argument about where sixth formers should be educated was trivial. The tertiary colleges were not taking over the further education of 16 to 19 year olds. The colleges had some characteristics of the grammar school and some of further education. "Something really new must come into being for this age group", he said.

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Walker's 'resentment fear'

White Paper plea for more inner city staff

by Frances Stadler

Extra teachers and a school building programme to help inject new life into areas of urban blight are envisaged in the Government's White Paper on inner cities published last week.

Liverpool, Birmingham, Manchester/Salford, London's dockland, and the borough of Lambeth are among the select few authorities invited to take part in the latest drive to regenerate inner areas.

"Special partnerships" are to be formed in which central and local government, official bodies, the private sector and the local communities involved must, according to the White Paper, work together to halt the decay and decline.

Too many children from inner cities, it says, reach school-leaving age without being able to read, write, or handle figures well enough to hold down decent jobs. The presence of unemployment makes it hard for some of them to see the point of school and many play truant or misbehave.

What is helping schools that contain a higher than average proportion of disadvantaged children could include drafting in extra staff to cope with special needs (such as those of ethnic minorities) and more in-service training in the problems of reaching in urban schools.

The White Paper acknowledges that schools and colleges have an important role in deprived neighbourhoods. Tiggs on old, cramped sites need to be modernized or replaced and all of them should be more accessible and useful to the community as a whole.

Better coordination of services for

children under school age, more support for youth and community services, and an improved educational welfare service are also recommended.

The funding of these and other initiatives is not specified but, in general, the rate support grant is to remain the principle source of cash for urban renewal.

As a back-up, however, the urban programme grant is to be stepped up from a total of £30m a year to £125m in 1979-80. It is also to be extended to cover industrial, environmental and recreational programmes as well as specifically social projects.

The Government's analysis of urban decline is based on its earlier studies and the Inner Area Studies and Educational Priority Areas. It pinpoints economic stagnation and the lack of private investment as major factors in the poverty, bad housing and physical decay of the inner cities.

The White Paper stresses the need for comprehensive and coordinated action rather than a piecemeal approach. Local authority services in particular should work more closely together.

Changes in manpower and training policies combined with a housing programme would help to reduce the mismatch between people's skills and the kinds of jobs available. New towns should take some of the unskilled, unemployed, old, sick, and disabled people who have settled in the inner cities in disproportionate numbers.

Policy for the Inner Cities, Cmd No 6845. HMSO. Price 60p.

just children. A boy had picked up a light with French words written on it. The boy was picked up by the police.

The police dumped him on a ship just before his departure. The boy was picked up by the police.

A cheerful sailor did the boy's hand and leg. The boy was picked up by the police.

Back on dry land spirits were enough to make the boys' trip to London harrowing for some. The boys were picked up by the police.

The boys were picked up by the police.

Schools producers fear Annan could wreck radio

by Frances Hill

Education producers in local radio were worried that their programmes will not survive if their stations are commercially or locally funded, as proposed by the Annan committee on broadcasting.

This was made clear at a conference in London last week attended by local education producers from the BBC's 26 local radio stations. Producers spoke of the strong sense of "impending loss" in local communities at the possibility that local stations might be commercially or locally funded. At present local radio stations are financially supported by the corporation.

If local radio were to be funded from advertising revenue, educational provision would not survive, said John Saunders, of the BBC. He said that the vice-chancellor of Manchester University had tried to prevent faculty members from participating in a local radio discussion programme. "If the university were helping finance the station he could possibly have prevented the discussion taking place."

Several education producers gave examples of ways in which political pressure might be exerted. Radio Oxford might have covered the subject of the Oxfordshire spending cuts rather differently if it were being funded by the Oxfordshire authority, John Saunders said. Manchester's education producer claimed that the vice-chancellor of Manchester University had tried to prevent faculty members from participating in a local radio discussion programme. "If the university were helping finance the station he could possibly have prevented the discussion taking place."

Local radio activities that would come to an end without reliable funding included the training of teachers to take part in educational broadcasts and the running of weekend broadcasting courses for members of organizations in the local community, such as women's institutes, claimed John Saunders. "You do not sell confetti by using a full-time member of staff to train amateurs."

Work with local museums in building up resource stores would also be threatened. In Manchester a local museum mounting an exhibition took 70 items from the local BBC radio station.

Local radio stations funded by local community bodies would lose their political independence. Local authorities and other institutions might put pressure on education producers to take a political line favourable to themselves.

Wider role sought for UCCA

Changes in the way students are chosen for university places could save more than £5m a year, an economics lecturer has suggested. Writing in the Higher Education Commission, Mr Michael Common, of Southampton University, proposes that the Universities Central Council for Admissions could select candidates rather than university

This would cost about £500,000, he would be a once and for all. Mr Common argues that the cost of operating UCCA in 1974-75 was £662,674, but this does include the costs borne by universities, schools and candidates.

Mr Common thinks a change in the selection system is justified because of the degree to which A level grades dominate the system. The choice of a candidate is made by one and does not require the special abilities of an academic.

UCCA could cope with an expanded role, Mr Common believes.

Sladebrook report 'offensive'

Brent education authority's equation of low ability with the origin of a poor working class background in its report on Sladebrook Comprehensive is "deeply offensive," says the Society of Immigrant Teachers.

In a memo sent to, among others, the new Commission for Racial Equality, teachers' unions and Brent council, the society says that if the "top brass" in education think that low ability is common among poor and racial minorities the message being is that they are likely to be influenced and follow their lead—practically speaking.

"No wonder," the memo says, "that such a disproportionately large number of coloured pupils end up in educationally subnormal schools and immigrant teachers largely remain a second class working force in the education industry."

There is no proof, says the memo, that low ability is innate in certain races, though one can understand that because of lack of facilities, opportunities, bad schooling and a poor environment many pupils are unable to do "reasonably well" in school.

The three-way talks between unions, employers and government were proposed because the unions were not satisfied with the terms of the award. The award is not responsible for deciding the terms of the system.

Deadlock in 'dirty money' talks

Talks were held last week on ending the so-called "dirty money" payments teachers get for working in certain schools. Local authorities, which pay but the local authority schools' allowances, want to bring down the system to reflect money for spending in other ways.

But teachers see arguing that the allowances should continue to be paid to those who do not get them while more money should be made available for helping disadvantaged children.

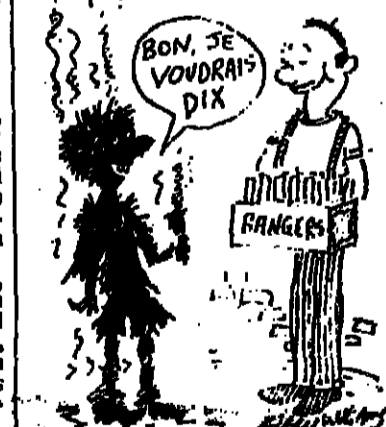
The talks in the Burnham Committee came to no conclusive agreement but it is likely that teachers and authorities will meet again at the DES.

At the moment, £13.54m is spent

on the allowances which are worth £201 a year rising to £276 after three years in a priority school. Nearly 57,500 teachers get the extra payments which were introduced to effect mobility of staffing in mainly inner-city areas.

It was argued that teachers would be more likely to stay in difficult schools if they were given extra incentives. But many teachers now feel that the money should be spent on extra equipment and materials in the schools.

The National Union of Teachers conference in April decided that positive discrimination in favour of teachers who work in schools should take the form of increased pay and resources. The allowances, the con-



francois should be stopped if the new policy was introduced, but all those teachers claiming them should continue to receive them.

At last week's meeting of the Burnham Committee, the management side did not think the union's attitude was helpful. The local authorities are concerned as the rising cost of the scheme which, when it was first introduced added an extra £10m to education bud-

Literacy schemes under threat

Voluntary organizations which literacy schemes are to be replaced by a central government funding. After a meeting in London last week, which was attended by representatives from 28 schools, a working group was set up to negotiate special funding arrangements to ensure the survival of these schemes.

The organizations are worried because the Adult Literacy Agency which dispenses grants to schools is due to discontinue its work in 1978. Voluntary organizations usually receive ALRA grants of £150,000.

The change would mean that university admissions could not be decided upon until the A level results of all candidates were known.

The saving would be in the time of university teaching staff. On one set of estimates, the number of teachers would be reduced by one a year, but he concedes this involves "extreme" assumptions. One of these is that an academic regards one hour spent processing UCCA forms as equivalent to one hour of teaching plus the necessary preparation.

He recognizes that the system he proposes does not allow for mature students or others whose entry to university is not based on A levels. He also recognizes that the number of applications which meet the entry requirements could exceed the current entry quota. "This problem can be solved by random selection from among equally ranked applications," writes Mr Common. "If this seems brutal or inequitable, it is. But it is inexpensive."

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Big band from Christ's Hospital, Horsham, Sussex, rehearsing for the National Festival of Music for Youth which will take place on July 9 at the Royal Festival Hall. The festival is sponsored by the TES and the Association of Music Instrument Industries.

Music hits right note for jobs

Employers are increasingly prepared to accept a music degree as a qualification for a wide range of careers. A job for an English language teacher in Tripoli, Libya, advertised a few weeks ago, had more than 134 applications, half of them from trained teachers. A similar job would have been hard to fill a few years ago.

Mr John Havcraft, director general of International House, who organizes training courses and the recruitment of EFL teachers throughout the world, said his organization had stopped promoting careers because it had so many applicants. It is already over-subscribed for posts in the least popular places and its training courses are booked up until the end of November.

Qualified teachers are prominent among the applicants, and the recent shortage of jobs for the newly qualified has sent an increasing number in the direction of International House.

"Out of work teachers and students fresh from teacher training colleges are turning to us as one of the few lifelines left," said Mr Havcraft. "Obviously we can help a certain amount towards teacher unemployment. There are new language schools opening up all the time, but unfortunately many of the teachers, who come to us as a last resort, are not the sort of people we are looking for."

"Those who have been through teacher training find it difficult to adapt to our methods. We would rather train graduates who tend to be more adventurous and much more flexible."

Serving teachers are also swilling the queue of applicants. "We get quite a number who are dis-

Jobs teachers are being forced to seek new outlet

Rush for overseas work

by Betka Zamoyiska

Jobs for teachers of English as a foreign language and EFL training courses are being flooded with applications from unemployed teachers. A job for an English language teacher in Tripoli, Libya, advertised a few weeks ago, had more than 134 applications, half of them from trained teachers. A similar job would have been hard to fill a few years ago.

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Serving teachers are also swilling the queue of applicants. "We get quite a number who are dis-

Pursuit of academic respectability—but will it produce better teachers?

The Government's reorganization of teacher training, which is now virtually complete, will not produce better teachers, according to the principal of a college of education in Ambleside.

Mr William Percival, head of Charlotte Mason College, writing in the National Union of Teachers' *Secondary Education Journal*, says no one has asked either if the changes will lead to more competent teachers.

At the end of the 'sixties the college had no friends, he says. Academic standards on entry and on leaving were generally low with non-demanding programs of teaching and expectations. The gulf between theory and practice, and between the study of academic subjects and education was a continuous source of criticism both by students and the teachers in the schools.

"In pursuit of a false sense of academic respectability many subjects were taught to relate them to the professional nature of the course. It is vital to enquire whether the changes, institutional and curricular, now being introduced will produce courses and normally trained teachers which are substantially better than those of the 'fifties and 'sixties."

Mr Percival criticizes the conservative training system proposed in the James report in 1972 and put forward recently by the Department of Education and Science in the "Yellow Book", in which professional preparation for teaching is seen as a "topping up" process following general higher education.

The attractiveness of consecutive training was that it provided an administratively convenient structure. "No claims were made that it possessed inherent educational and

professional advantages in that it produced better qualified or more effective teachers in the classroom.

"In attractiveness to the administrator is very obvious, it will enable them to turn the tap of teacher supply on and off at short notice to meet market needs of supply and demand. It is significant that no arguments have been put forward that such a pattern will produce better teachers."

Mr Percival thinks it would be a completely unsuitable way of training primary and middle school teachers.

He also points out dangers in placing teacher training in polytechnics or other large multi-purpose institutions. The modular course systems in these colleges—where students pick up points for studying different and unrelated subjects—will not produce competent and confident teachers, he says.

"Indeed, some of the courses which are being offered in the polytechnics and large colleges of higher education, in which courses can be made up of various unrelated subjects 'topped up' with some practical education, will produce teachers much more inadequately prepared for their work than those so criticized in the 'fifties and 'sixties."

"There is a grave danger that in the search for a consecutive pattern and for diversification, and for moving teacher training into small units in very large institutions, the professional will be lost and the children of the 'eighties and 'nineties will suffer."

Mr Percival argues for a concurrent system of training where the understanding of the child and the pedagogical skills are developed and nurtured alongside a growing grasp of the academic areas.

Plea for graduate status in a 'learned profession'

Five-year teacher training courses proposed by the National Association of Schoolmasters-Union of Teachers this week, in a year involving a course in the theory of education and teaching methods must be a necessary ingredient for those who choose teaching as a career.

Six weeks would have to be spent in a school before starting this year's work. This would give the student a chance to decide if he or she had made the right choice and would also lead to an assessment of the students' potential.

Practical training would not begin until the end of the theory year. Satisfactory completion of the first two stages would lead to "assistant teacher" status and before a job was offered, the applicants would have to satisfy an interviewing board that they had the right personal qualities.

Successful completion of this induction period would bring the trainee to the level of "established teacher" which would guarantee employment.

Practical training should rest in the hands of experienced teachers, the report says. "The quality of the influence of practising teachers on teacher training has varied between the minimal and the non-existent."

"Many of the misfortunes which have befallen schools in the past 10 years or so are directly attributable to teachers who were not properly trained, and often sincerely preached by the teacher trainers who had lost contact with the real school situation and who unduly influenced the newly qualified and inexperienced."

Because the range of the classroom have become even more diverse, the education service can no longer allow theoretically trained teachers to muddle through on their own devices. "We have a duty to train teachers to give them the benefit of practical training and to have a greater understanding of the complexities of individual schools."

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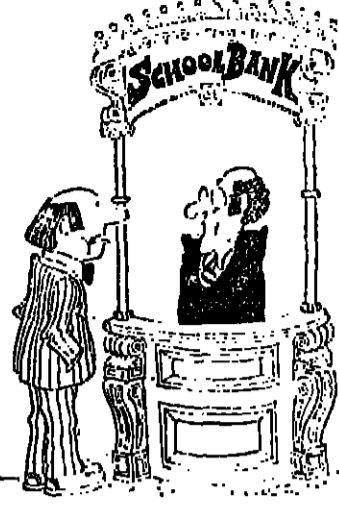
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Unions back plan to rescue savings scheme

All teachers' unions are supporting the proposal to set up a Money Management Association to replace the National Savings Movement which will cease to exist next March. The movement is a voluntary organization with Civil Service support and its aim has been to encourage individual saving and good money management.

The movement has been under the death sentence since July last year when the government announced its withdrawal of all Civil Service back-up staff by next March as part of spending cuts. The National Savings Committee has been searching for a new role since then. It has been keen to preserve its money management education programmes which has been "consistently successful" according to Sir John Austey, the committee's chairman.

A money management association would bring together the goodwill and experience of teachers and others responsible for training young people, together with the expertise and knowledge of those national institutions able and willing to take a broad and long-term view of the savings market.

The new association would receive £25,000 a year from the Government and the committee is canvassing other savings organizations—clearing banks and building societies—for their support. However, time is running out, Sir John emphasized last week when he announced the new proposal. Civil Servants were already leaving and the organization could run down beyond the point of no return. He hopes that the Treasury will soon set up a working party to get the new association started.

Mr John Gray, president of the National Union of Teachers, praised the pupil-operated bank schemes which were increasingly used in schools. "The idea of a comprehensive school wanted that, with the demise of the movement, individual organizations such as clearing banks were already putting pressure on schools to take over their savings schemes."

"If there is no some national organization controlling promotional activities, we are subject to the commercial jungle and schools do not want this," he said.

Overseas student policy dated

The Government was criticized last week for its "little Englander, xenophobic and shortsighted" policy towards students. The attack came in the annual report of the United Kingdom Council for Overseas Student Affairs which complained of increasingly strict immigration controls and Home Office checks on students.

The Government's decision to increase fees for foreign students by 40 per cent, 60 per cent and 100 per cent for further education, undergraduates and postgraduate students respectively was most disapprovingly reported. "There seems little doubt that we are moving rapidly into an era of very high fees for overseas students, curbs and stringent control of numbers."

The report calls for a properly thought-out policy for foreign students. "At present no such Government thinking appears to exist."

Training colleges blamed for slump in standards

Colleges of education were accused last week of sending teachers out into schools inadequately prepared. The president of the Association of Career Teachers, Mrs Kay Wareham, in her presidential address to the association's annual conference in Leeds blamed training colleges for declining standards.

"Every year I have students in my classroom on school practice, and every year I am appalled at the inadequate preparation they receive before being sent into schools," she said.

"Over the years I have noticed a steady deterioration in the standards of both students and their tutors. I see inadequate lesson notes and preparation, spelling mistakes on the blackboard, bad grammar and poor diction when talking to the class, and scarcity or non-existent visual aids which would never have been tolerated when I was in training."

Mrs Wareham said she was horrified most of all by the acceptance of the colleges that little can be done once a student has been accepted.

"The remedy would seem obvious—a much more rigorous investigation of suitability before a student is accepted, and a reintroduction of suitability before a student is accepted, and a reintroduction of expression, and moral education and management courses for heads, which have attracted motions of support."

which the personality of the would-be teacher can be evaluated."

"Standards have suffered at the hands of the reformists, many of whom have gone all out for new and untried methods simply because they are different."

Stability and dedication had become outmoded, she felt. "Probationary teachers in my area are advised to seek a scale post after two years' teaching. When these people reach the top they can afford to sit back and vegetate, secure in the knowledge that they are an immovable fixture until the day they retire."

Mrs Wareham also hit out at local authority advisers. "They do not appear to me to be very effective. In many cases they are out of touch with the classroom situation and all too often a visit to a school is spent solely in the head's room."

"Many of the experiments which have been carried out in schools in the name of progress can be directly attributed to the influence of advisers who have a major say in promotion appointments."

The association, which has about a thousand members, will debate a closed shop in teaching, and split-site schools, to which both motions express opposition, and moral education and management courses for heads, which have attracted motions of support.

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Where the graduates go

Mark Jackson reports on changes in the jobs market for those with degrees

Cuts in Civil Service recruiting mean most graduates are now having to join through the ranks rather than entering the elite grades. The result is that more than a third of the normal executive class intake now have degrees.

But the Civil Service still maintains that this is not a "normal" way for graduates to enter the service, according to Mr Colin Slipp, chief careers advisor at Newcastle University. In his annual report, he says the executive class entrants now form the highest graduate entry to any single employment.

But many of these entrants become disillusioned, despite the high salaries they get and the low workload—until they go and the low workload moves into the higher grades. They are recruited enthusiastically to their early responsibility and their sense of being stretched.

Mr Slipp says the complaints of the executive class recruits are often akin to "the unfortunate popular usage" of civil servants—a lack of regard for the public, over-concern for the subsidy of recruitment, lack of challenge. The Civil Service Department, he says, should look more closely at the training and planning of graduates in the executive ranks.

In a report that becomes a useful survey of the whole of the graduate job market, Mr Slipp moves on to local government, where, he says, graduates are having to forge entry-level positions in fields traditionally under-represented. One graduate planner got a job only after 72 applications, 13 interviews and 6,500 miles of travelling.

A record 473 graduates—nearly twice as many as the previous peak—applied for special entry to the police, but not enough came up to the standards to fill the 25 places available. In the number of graduates joining the police through ordinary recruitment went up to 63 over the country as a whole. The National Health Service kept up its graduates intake.

Manufacturing industry as a whole, the report says, took more recruits than might have been expected, many firms recruiting at the same level as in 1974-75. But rationalized industries cut their intake, and the report says, in one or two cases. Engineering industries, in particular light industry, held their own; the demand for engineers remained very high.

There were wide variations in the automobile industry, with one major manufacturer declining its recruitment target. The highest entry was in the chemical industry, which others expanded cautiously or not at all. The chemical industry remained reasonably stable in graduate recruitment, but other basic industries were reluctant to commit themselves. Transport and industries associated with textiles slumped, and the food industry was buoyant. Computer industry recruitment showed some improvement.

Mr Slipp says industry has learnt from its mistake in cutting back on graduate recruitment in 1971, and is now maintaining a steady, if lower, base level of graduate recruitment. And although graduates may be forced to take lower-level jobs, the jobs may carry more responsibility as the result of the slimming of management structures. Despite its earlier recruitment and planning, industry still in many cases lacks enough high-quality graduates.

In commerce and the professions, the economic downturn has had less effect, the report says. Retail stores present a "cheerful outlook" although the media and advertising

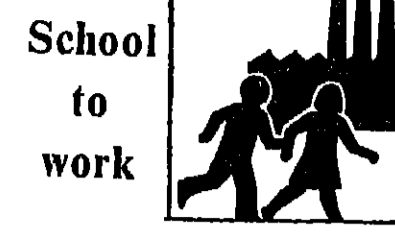
stayed at the previous year's low recruiting level. The demand for architects fell dramatically and article clerks with solicitors remained hard to get. Accountancy still led the field with an "apparently insatiable appetite for recruits".

In his general comments, Mr Slipp notes indications from schools that more A level pupils of university potential are choosing to work at 18, and that the more able of them may be preferred to work graduates. More than ever, employers are saying that a degree in itself is not enough; they want to know what other ability a candidate has to offer.

At the same time an increasing number of students are turning down "the stresses and uncertainties of an ambitious career" for the less of non-material considerations. He puts it down to the lack of pay differentials between shop floor and management.

Mr Slipp, a wartime flier who taught for a spell before going into industry, refers to the hostility which comments he made in his most outspoken advocates of comprehensive education. His current report may be courting similar reactions by the unqualified praise of private sector industry, humbles on public spending and criticisms of logical assumptions about students.

Details about full-time and sandwich courses in polytechnics and other colleges outside universities has been published by the Regional Advisory Councils in England and Wales. Titled *A Compendium of Advanced Courses in Colleges of Further and Higher Education*, it is available from the Regional Advisory Council for Technological Education, Tavistock House South, Tavistock Square, London WC1, price £1.50.



Letters to the Editor

TEC certificate: uncertainty ahead for science students

Sir,—The Joint Committee for National Certificates and Diplomas in Sciences has decided to phase out the Ordinary National Certificate by the end of 1979-80 in favour of programmes administered and validated by the Technician Education Council.

Yet students who enrol on TEC Certificate in Science programmes next September are embarking on a course of study leading to a qualification whose status has not yet been established. What lies beyond the TEC certificate? TEC higher certificate programmes are not yet available and there is no guarantee that such courses will be available in time for TEC certificate holders, not to mention the relationship between the content of TEC certificate programmes to the higher level courses been clarified.

Holders of a TEC certificate have a guarantee that they will be eligible to enter the present HNC courses which is a matter for the discretion of the appropriate joint committees and these bodies have not yet announced any decisions. Furthermore, nothing is known concerning the acceptability of the TEC degrees. The universities have given a guarded reaction to TEC certificates referring to the blurring of the boundaries between the formerly distinct qualifications and the National Certificate courses.

Finally, whether the mathematics and physics of the present TEC in sciences satisfy the requirements of the Royal Institute of Chemistry as ancillary subjects for Grad RIC, the standard TEC units for these subjects do not. This would mean that students would need to spend time taking supplementary courses for technical education. My advisory committee, the welfare of students in the TEC certificate is a matter of concern for the Technician Education Council.

More vigilant in protecting the interests of students, employers concerned with the present National Certificate in which is run in this college serves the best interests of students and employers. The concept of full-time and sandwich courses is advocated by the Technician Education Council, cannot be taken into account so that the limitation of the present TEC certificate holders to not numerous meetings of departments and other representatives indeed need a strong reaction against the TEC certificate.

I strongly urge TEC to face up to the necessity of admitting programmes to a more serious consideration to the opportunities of 1974, of the Technician Education Council, paragraph 4.4, which are not unit based.

J. BOURNE, Head of Science, Kingston College of Further Education.

As good as you make them

Sir,—As a member and past chairman of the Joint Committee for Higher National Certificates and Diplomas in Electrical and Electronic Engineering, and a member of TEC Programme Committee A3, for electrical engineering, I must protest at the statement made in your article ("Send for TEC Engineering Courses", June 10).

I do not trust that the Joint Committee has had the confidence in the proposed TEC courses so far produced. It has not made any pronouncement as yet; nor would it expect to until sufficient working experience has been gained of the new courses to provide a basis for judgement. The main reason for the continuation of HND courses at present is that TEC has just published the first guidance to colleges on the subject. It is significant that TEC are willing to consider higher diploma programmes based on a grouped course to the unit credit which has characterized other courses to date.

Power to the Youth Forum

Sir,—We would like to question one or two of the conclusions reached in your article "Your Forum Just for Talking" (June 10).

You mention the Community and Service Association in connection with the survey of resources in youth work and this we are certainly undertaking. But more than this we are trying to put some teeth into the forum. It is before it has even started to function.

Virginia Makins reports on a defence of progressive education

Trusting in trust

"Children have got to take a lot on trust—on other people's experience. But if their knowledge is not built on knowledge how to distil facts from their own experience, it will have a very shaky foundation."

Professor Jimmy Britton, late of the London Institute of Education and Goldsmiths' College, was the keynote speaker at a small conference last Saturday, organised by *Forum*, the educational journal. The idea was to try to crystallize and develop the ideas behind progressive primary practice, in response to the recent crescendo of hostile attacks.

Progressive ideas and skills were under threat for one basic reason: moral inflation is causing general anxiety and stress. Professor Britton said. And when people are under stress, they take a much narrower view of problems and decisions than they do when they feel confident.

"The danger is that a regime of surveillance will replace a regime of trust in teachers." Trust was the only possible solution in the long run because the gap between any curriculum guidelines and actual teaching was so wide. The gap could only be filled by the teacher.

"The Black Papers have tried to polarise the difference between being told and finding out. But in order to be told something successfully, we have to go through a process very like fiction, as he said. "We need somewhere to put new information—a network of best knowledge and experience. And the way we make new links is by talk."

Reluctant staff urged to relax secrecy in schools

The Inner London Education Authority is exhorted to encourage schools to improve their relations with parents. The suggestion is that schools should tell parents of the new open records policy.

particularly in teachers' attitudes to the new record system which they are criticizing on a number of grounds. First, it has meant extra work for staff, who have to learn a more serious, than the yearly record summary is inadequate, consisting mainly of a succession of little boxes to be ticked off.

The ILEA also wants each head to give parents more printed information about the school, and Mr Newman encloses guidelines for teachers. He suggests they should and address school's aims, the names and so on, together with specific information on how parents can play their part.

Schools which do not already have a parent-teacher association or seriously consider forming one as soon as possible. ILEA recommends. The days when parents felt that behind the school gates was a forbidden and unknown territory should now be past, Mr Newman said.

Reluctant staff urged to relax secrecy in schools

by Lucy Hodges

particularly in teachers' attitudes to the new record system which they are criticizing on a number of grounds. First, it has meant extra work for staff, who have to learn a more serious, than the yearly record summary is inadequate, consisting mainly of a succession of little boxes to be ticked off.

In an effort to get away from the traditional school report in which teachers would resort to vacuous comments, such as "Could do better", ILEA has given teachers specific categories in which to assess their pupils.

But many critics argue that this is just as meaningless as handing "language" for example, teachers are asked to tick whether the pupil is well below average, below average, average, above average or well above average in oral use and oral understanding. The same five-point scale applies to the pupil's ability, level of interest and rate of progress in dance, music and drama, and other subjects. Teachers are required to make 35 ticks altogether.

Mrs M. Ion, head of Bracknbury Infants' school, Hammersmith, explained that the new system was not particularly useful. Her staff did not feel the new records were more valuable than the profiles of pupils they used to write. Parents who were really interested in their children's education wanted to know a lot more than the yearly record summary.

Many teachers feel that the new records were introduced in response to pressure from a few busy-boddy parents and politicians. They are determined to continue the practice of keeping confidential records for their own use, especially to monitor family circumstances.

ILEA's policy on keeping a second tier of secret and more subjective records is not entirely clear. It seems that the authority can do nothing about it and has the right to object to teachers keeping private notes for their own use, or passing on information to the teacher who takes the class the following year.

But it is more worried about confidential information being passed on year after year, and sticking with a child when it is no longer accurate or relevant.

TES holiday offer



Sea, sun—and Pompeii

The TES has arranged a special package holiday on the Bay of Naples from October 23 to October 30 (half-term in many places). The cost is £119 including trips to Pompeii and Herculaneum.

There can be few better places for a short summer holiday than the Bay of Naples, writes Pam Cooley. Far enough from home to be exotic, yet not so far that the journey and cost make it impractical.

By October the fierce summer heat has usually ebbed to clear, sunny weather, warm enough for swimming and sunbathing and ideal for walking and sightseeing—blessedly relieved from the press of summer visitors. The area is varied enough to satisfy all tastes and compact enough to enjoy them in the compass of a week without tedious journeys.

From Naples or Rome you leave the autostrada for a coast road that twists and turns through a string of attractive little towns to Sorrento where the narrow, climbing streets and little squares wrap the trappings of tourism like fancy dress that decks them out without spoiling their character. Here there are shops, restaurants, cafés and exhibition to walk the long straight streets of Pompeii itself with Vesuvius humped along the skyline, people from the mountain villos.

Beyond Sorrento the view opens and you are aware of how rugged and rural the peninsula is behind the coastal strip. Vineyards and olive and lemon groves cover the hillsides above and below the shore, tiny rocky bays perforate the road. Where the road climbs up out of Massalunze the Hotel Maria offers comfort and tranquillity. This small modern hotel is run by a family who pride themselves on friendly, efficient service and it boasts a restaurant much favoured on a coast that takes its food and wine seriously. Beside the Maria's swimming pool of balconies that overlook the shining bay you can, if you must, plan the next half-term's work in perfect peace, or map out a trip along the coast.

Pompeii and Herculaneum are the most famous historical sites. For anyone who queued under the arches of Burlington House last year to see the "Pompeii 1939" exhibition to walk the long straight streets of Pompeii itself with Vesuvius humped along the skyline, people from the mountain villos.

Rooms and cool courtyards, is to complete an experience. But there is also, going south on the Corniche road round the peninsula, Moorish Positano, crocanti Amalfi, Ravello and Salerno with, a few kilometres further on, Paestum with Greek temples on the seashore. There are excellent bus and train services and car hire, with no extra mileage charge, is about £10 a day. In the evenings you can go down to Sorrento to watch a Tarantella show, a folklore entertainment full of colour and life. You can, of course, dance yourself somewhat more sedately. And discover the superb Italian wines.

Whatever pleasures you choose, the peninsula and the bay are a constant delight. The changes of light throughout the day bring Vesuvius into sharp relief or make it recede into mystery. Copri is for beckoning diamond just offshore and Ischia floats away across the shining water. Unexpected little roads wind you down to the water's edge or up to the hill villages and everywhere you are met with charm and Neapolitan courtesy.

The £119 package includes: Return flights on a scheduled airline from London Heathrow to Rome, with return coach from Rome airport to the Hotel Maria in Massalunze. Seven nights at the Hotel Maria—half-board accommodation based on shared occupation of twin-bedded rooms. A full-day excursion to Pompeii and half-day excursion to Herculaneum. The services of an experienced courier will be available throughout.

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Crushed by overturning tractors
 Michael Age 15
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 John Age 11
 Timothy Age 13
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Please send me "Apaches" for screening on: (Date) Name: Address: Tel. No. (for confirmation): Organisation: Central Film Library, Government Buildings, Broomfield Avenue, Acton, London W3 7JB. Tel: 01-743 5555. TES 2

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A frank exchange of views by education officers and suppliers is provided at a special conference as part of EdTech 77, sponsored by the Industrial Council for Educational Technology. The conference will be held at Holland Park School, London W8, on August 1st.

Advisors to over 10 different education authorities in England and Wales have already been asked to discuss and exhibitors will have the chance to put their side too.

From the replies so far received it would appear that cuts in expenditure on educational technology in 1977-78 may not be as great as was expected. Only 11% of the total budget has been cut, and 25% of the total budget has been maintained in line with inflation.

This is not enough, but certainly still a substantial 25% even though it is a small amount. It is indications are that exhibitors are also adjusting their sights (and prices) where possible, even to the extent of offering slightly used or library video cassettes, borrowed or offered to refresh their stock of donated cassettes at half the price of new.

Being defined as a conference on the subject of the new Halcott 300 computer, which can be used for normal functions and also for more specialist work, by means of a novel micro computer connected to a terminal, demonstrating a variety of different operations.

The growth of the commercial training market, unfiltered by controls, is reflected in the introduction of new media—teletext, for civil engineers, computer graphics and the like, many of them produced in association with the specialist programmes and areas those concerned with the more advanced sections of the educational system can be achieved by use of programmed learning technology.

Some 80 stands are planned, with exhibitors hoping to attract attention on new trends as the industry moves towards the '80s. Tickets are available from EdTech 77, 41/43 Chancery Street, London, W1W.

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France

The school war embarrasses the left

from Joan Smyth

PARIS With only nine months to go before the French national elections, M. Jean Cornec, 58 year old lawyer and president for 21 years of the powerful Federation of Parents' Associations for pupils of state schools (the strong left-wing association with one million adherents) has given the majority parties a wonderful present.

He has once more resurrected the old conflict between state secular education and the private Catholic schools. He did it at the beginning of June at the federation's annual meeting in Abbi by calling on his members to act as "missionaries for the only real scholastic freedom, freedom from demagoguism".

The left-wing press protested and called M. Cornec the blunderer from Abbi. The Socialist Party's minister for education, M. Louis Moxandant, said: "The Socialist Party has already said, and repeatedly said, that we have absolutely no intention of re-lighting the flame of the old school war".

The reason for M. Cornec's unwelcome intervention lies in the man himself. A militant anti-cleric, the son of two schoolteachers who were already fighting against Catholic schools when he was a child, he has never let go.

The growing popularity of private schools and the approaches made by the left to compromise have contributed to his outburst. Some state financing is already given to private schools. A law brought into force by M. Michel Debré, when Prime Minister in 1959, allowed the state to aid private schools on condition they would accept some state control over teaching staff, school attendance and discipline, but otherwise left them free to administer their schools as they wished, and without any non-demagoguism schools accepted it.

A later scheme brought more money—and more state control. If the schools had been open for longer than five years, with a minimum number of pupils properly trained staff, and the right kind of installations and buildings, the state would pay the teachers' salaries and social security and training, give grants for books, scholarships and help towards transport. The rest had to come from fees. In the 1977 budget, aid for private schools was raised to the extent of 5.8m francs (€688.4m), 10 per cent of the whole education budget of more than 58 billion



Communist leader M. Georges Marchais playing it down.

francs (€6.8m). Although only 2 million schoolchildren attend private schools in France against 10.8 million for the state schools, the importance of the private school system as a political weapon has been growing over the past few years.

The private schools are very different from English public schools. With one or two notable exceptions they are not particularly expensive nor do they attract a producing educational elite. In the past the private schools were considered to be the refuge of the "canacs" or dunces.

But because of the unrest and politicalization of the lycées, and lack of discipline in the state schools, more and more parents are now starting their children out in the private system and are not waiting for them to be weeded out of a lycée at 14 if considered unsuitable for the tough standards of the baccalauréat.

It has never really been a question of money: the lycées were always considered the best. Now parents are not so sure. Even left-wing non-Catholic parents quite often send their children to private Catholic schools.

Private independent education in France is almost overwhelmingly Catholic, 93.2 per cent. About 400,000 French children attend private non-denominational schools. In contrast to the Catholic private schools, the non-denominational schools flourish in the towns and cities rather than in the countryside. Out of the 2,000 or so non-denominational schools, 800 are in or around Paris and most of

these specialize in secondary education.

As well as their full-time teaching staff, most of these schools have additional part-time staff from the state schools who are allowed to give up to a maximum of six hours' lessons in their spare time.

In Paris mainly middle-class children attend these schools. In many working-class districts, Paris has schools for immigrants and Catholic schools for working-class parents.

There are of course some famous private schools such as Ecole Alsacienne which attract intellectual parents who help their children, or the Courcouronnes, one of the snob schools in Paris. But most of the small unpretentious schools are found in each Paris district and in the big provincial towns and specialize in getting the best results through the dreaded "bac".

Fees are not particularly high. Primary day schools on average are about £30 a term. In some districts the average fee for a first year of secondary education can be as little as £10 a term for day pupils rising to £15 a term for boarders.

Expensive schools are a niche market. Top fees are around £1,500 a year which the French consider normal and prohibitive. The private schools are thus not the refuge of the rich. Schools are now in force in even the most elite schools like Collège Caumont in Toulouse founded by Jews in 1837 and regarded one of the best schools in France.

A national inquiry at the beginning of the year among 14-year-olds in primary secondary school classes, and that 19 per cent worked at least 15 per cent up to the number of scholarship class in private schools has risen last year by 1981-82. Iceland's three-year-old law is expected to be fully in force by 1984.

Nevertheless differences remain. While only 0.4 per cent of seven to 16-year-olds in Sweden go to private schools, 18 per cent of 16-year-olds in Denmark, 5.2 per cent of seven to 13-year-olds and 9.1 per cent of 14 to 16-year-olds attend private schools. Both Norway and Denmark allow pupils to leave at 14. In Denmark about 2.2 per cent leave (just over half to enter vocational training) while 0.91 per cent of Norwegians

Finland

An earlier start to schooling?

Fewer school marks, greater local power over curricula and increased nursery provision are among major trends projected for education in the three Scandinavian countries by Finland and Iceland during the next decade in a recent Nordic Council report.

One possibility is the lowering of the starting age for compulsory schooling from seven to six. The Finnish government has already said they will make the change and Norway is currently considering it.

Most Nordic local authorities have gone some way towards meeting parental demand for pre-comprehensive classes for six-year-olds, but availability is still patchy. It is good in towns, but poor elsewhere.

Two years ago, Sweden—one of the most backward in nursery provision—launched a massive five-year programme to create 100,000 new places by 1980. The proportion of all pre-school children whose parents work or study that can be catered for is expected to increase from 50 to 80 per cent.

Other trends predicted in the report include the growth of school councils, more flexible curricula, less streaming and the creation of a smoother transition between comprehensive and upper secondary schooling.

The report, *Grunnskolen i Norden*, by Jostein Osnes of Tromsø University in Norway is part of the Nordic Council's programme to co-ordinate educational development in the five nations. It follows a previous survey in 1968 by Sigrun Marklund of the Swedish National Board of Education, and charts the common progress of Nordic education in the last nine years.

The biggest change is the introduction of a nine-year comprehensive school on the model legislated for by Sweden in 1962. Fully implemented in Norway and Denmark, the reform has so far taken seven years in Finland. It reaches Helsinki this August and the whole country by 1981-82. Iceland's three-year-old law is expected to be fully in force by 1984.

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Mike Duckenfield,
Scandinavia correspondent,
looks at the predictions
of a Nordic Council report

leave before the final year and 3.5 per cent during it.

The comprehensive schools have seen the strengthening of general subjects at the expense of specialization, a sharp decrease in streaming and, more recently, the reduction in the number of options. The principles are that all pupils should remain in the same unstreamed class throughout their school career and that choice of options should not affect later studies.

However, streaming still exists in the final two school years (the last three in Sweden) except in Norway. Common compulsory subjects make up 85 per cent of the final two years in the Norwegian timetable against 60 per cent in Sweden and Finland and only 50 per cent in Denmark and Iceland.

Options have been phased out for all under-15s in three countries and still remains wide, usually including a second or third foreign language, economics, commerce, technical subjects and the arts.

Basic skills (mathematics, native and a foreign language) account for about half of the teaching, with the rest divided more or less equally between practical and aesthetic subjects and natural and social sciences, including history, geography and religious education.

While the sciences take up more time as pupils get older, practical subjects occupy most time between the ages of 10 and 13 and basic skills dominate the first three and last three years of school. In Sweden (the exception) basic skills progressively take less time and the other subjects more. In the future, the report forecasts the increasing integration of traditional subjects into multi-discipline blocks. This has already occurred in Sweden and Norway where history, geography, civics, chemistry, biology and physics have

Time pupil spends on tuition during school career (per cent).

	Den	Fin	Ice	Nor	Swe
Basic skills	53	45	51	44	47
Social and natural sciences	25	29	24	30	27
Practical and aesthetic subjects	22	26	25	27	26

United States

Tape-it-yourself deal for Sesame Street

from Michael Blynon

WASHINGTON Sesame Street, the much acclaimed children's pre-school television programme, has just completed its thousandth hour of production. The Office of Education has announced that from now on elementary schools and day-care centres can make their own videotape recordings on this year's programmes.

The series has been partially funded by the Office of Education since it began in November, 1969. It now appears on more than 250 public television channels in the United States at a daily cost of \$100,000.

Sesame Street was designed to teach children letters, numbers and to help them progress in a variety of curriculum areas. In recent years the series has been expanded to include segments for and about handicapped children, the role of home, career awareness and basic health practices.

The original English-language version is now seen in more than 30 countries around the world, including Britain. The producers, however, have developed "Open Sesame" a special series for adaptation by overseas broadcasters. The new off-the-air taping procedure is intended to increase the use and flexibility of Sesame Street as an educational tool in classrooms. Teachers can now tape a programme and use it at a later date; fit their own timetables.

Italy

Spending cuts threaten experimental schools

from Dalbert Hallenstein

MILAN The movement in Italy towards full-time "experimental" schools has been hit by the general cutback in government spending. Many Italian schools work in the mornings only from eight in the morning until one o'clock, with only a 15 minute break.

Soon after the 1968 protests, the government ceded to teacher and student demands for reform by allowing some schools to extend "experimentally" their teaching timetables to the afternoon. The industrial unions also applied pressure for full-time schools in order to ease the problems of families.

By 1976 about 230,000 pupils (out of a total school population of almost 11 million) were attending full-time "experimental" schools. The majority of these were in the 8 to 14 age group and their schools were situated in the industrial areas of north and central Italy.

Experimental schools were allowed to plan their own teaching programmes independently of those rigidly laid down by the Ministry of Education. At first they flourished because of the enthusiasm of their often young and enthusiastic teaching staffs. In many schools open-endedness was used: new techniques and new (for Italy) methods—audio-visual aids, modern languages and the like—were used. But by 1974 there was open dis-

content among teachers and parents in a number of the schools, in some of them results were generally recognised as poor, and in others they were simply chaotic.

There were many reasons for the failures. Many experimental schools had insufficient finance and lacked the basic teaching materials, the libraries and teaching aids. The teachers themselves were totally unprepared for the task of planning and coordinating their own teaching programmes because of the failure of the government to reform the pay system and to improve good teachers' graduate teaching courses.

But perhaps the most important reason for the failure of many experimental schools was the disillusionment of teachers and their professional and social prospects. The government quickly became disillusioned with its experimental schools, but mainly because of the extra cost of teachers and facilities such as mid-day meals. At present plans to introduce full-time schooling into a reformed pay system have been quietly dropped. Meanwhile the experimental schools are gradually being starved to death. New ministerial budgets have cut the budgets of experimental schools. Many have begun a full-time programme in the past few years which extension of full-time schooling in Italy is now virtually impossible.

Holland

Government gives subsidies to keep young at work

from Lyan George

AMSTERDAM The package of temporary measures introduced last year by De Jong Boersma, Minister of Social Affairs, to fight youth unemployment has been extended and in some cases expanded for a further year.

From the 190,000 school leavers who left school this time last year about 12,000 have now found jobs. It is difficult to gauge, however, how far these who are working owe their jobs to the success of the measures. An official investigation on the effects of the measures on the labour market has yet been made.

Since 1966 unemployment among young people has risen steadily. In that year 24 per cent of all unemployed were under 24 years of age. Eight years later in 1974 the figure had risen to 32 per cent and in 1976 to 40 per cent. No official measure is yet available for this year but there is a strong chance that 170,000 school leavers coming shortly on to the labour market would well push the 1976 figure further up.

The 215m guilders (about £48m) allocated in 1976 for the measures will be supplemented by a further 100m guilders. The money will mainly be used for premiums for employers. For instance, employers who engage very young people between

Spain

Church attacks after fears of secularization

from James Connell

BILBOA The already strained relations between the Spanish private education sector and central government have deteriorated following an attack by the Church Education Authority on the growing "secularization" of the education system.

About half of Spanish education is provided by institutions other than the state, and is dominated by religious bodies which, according to the Church Education Authority, has been deepening as many schools closed down in face of spiralling costs and demands for more increasingly militant teachers. The ministry, although anxious to extend its powers, was hampered by shortage of funds, and it introduced a controversial system of indirect grants to private schools.

Institutions serving children from lower income groups were given preference and an almost total subsidy for tuition, while high cost establishments were helped considerably less. There were complaints about some of the controls imposed, such as restrictions on school fee increases.

In an open letter to the Education Ministry, the Church contended that state-run education and claimed that choice should be made available to parents. It says any attempt to have total state education would be a dictatorship of concepts and ideas, and undemocratic.

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LETTERS

Caning: Britain could be right CSE no grounding for AS

Sir—I am lucky enough to work in an urban comprehensive school of nearly 2,000 where (with the inevitable occasional hiatus) staff are civil to, and get on well with, both young-sters and parents. Judging from Mr Newell's article "Spare us Europe's blouses" (June 10), things must be very wrong here, since occasionally we cause a young malfactor.

But eastern Europe hardly needs it

Sir—It seems to me that your correspondent, Mr P. J. Woodward, writing in the TES of June 10, has not chosen particularly well in selecting the example of the Eastern European countries to defend his case against the use of the cane in this country.



"A rather pointless expression against authority, I feel."

Prestige within our grasp

Sir—Although we shall have to wait to see if Brian Bird's misgivings concerning the quality of craft, design and technology teachers likely to emerge from the retraining courses are justified (Letters, June 3) ample evidence exists of the success of the various one year special courses for mature entrants from industry have achieved since they were introduced in 1960.

Racial statistics

Sir—Your reference in the article on multi-racial education in Liverpool (June 3) stating that Bradford, along with Birmingham, has started up again "the copying of statistics on minority ethnic groups in schools using a 'rough race colour count' is not an accurate reflection of the situation in this authority.

Mastery for individuals in a mixed ability class

Sir—It was good to see Margaret Reid, in the article "Mixed Feelings" (June 10), beginning to negotiate a way through a lot of the dead wood and complex paths which are connected with the various problems surrounding mixed ability teaching.

Sir—In defending CSE Mode III, Andrew Finch (Letters, June 3) overstates his case somewhat. Mode III is an excellent examination for those pupils for whom it was devised, and few informed people would deny its beneficial influence on teaching methods and GCSE syllabuses and procedures.

However, from my experience as a former Mode III teacher and examiner, this examination does not extend sufficiently to the very able pupil. A CSE Grade 1 pass in a modern language for example is not an adequate foundation for A level courses or indeed other more advanced language examinations not based on a study of literary texts.

I have watched in dismay, year after year, students with a CSE qualification embark confidently on such courses only to discover that they were both inadequately prepared and unable to meet the very different demands placed upon them.

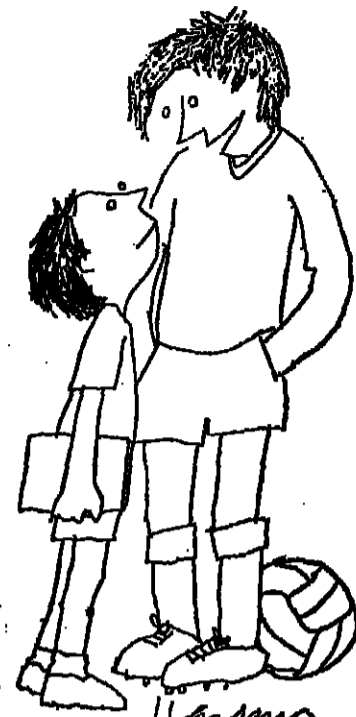
Craft teachers can draw

Sir—I cannot allow R. H. Edwards' letter "Is technical drawing out of line?" (June 10) to pass without comment. Replying to his suggestion that craft teachers are inadequate to teach geometrical or technical drawing at any level in the secondary school since their background is mainly craft, I would remind him that the majority of traditional craft teachers have studied the subject to A level in addition to workwork and metalwork prior to their college training.

Add to these the large number of "engineers" with HNC standard further education training who also teach craft subjects in secondary schools, then I feel that craft teachers are quite adequate to teach the subject in question.

I suspect from the writer's comments that he advocates an expansion of the mathematics empire by snatching the teaching of relevant geometrical drawing from craft departments, but surely his colleagues and himself should get their own house in order first. One has only to glance through recent reports to realize the inadequacies in mathematics teachers teaching their subject in secondary schools.

LETTERS



"No, deafness is old hat. Charlie Plump for dyslexia."

Mania for change is why blacks fail . . .

Sir—I have some sympathy in general with Margaret Maden's plea (June 3), as I understand it, for a more flexible approach in education—unyielding rigidity being one of our less attractive characteristics in this as in other spheres.

For, as an experienced teacher who has spent long hours in the classroom over the years, I am far from enthusiastic about her notion that standards might be lowered in the case of deserving pupils of a particular origin. Nor is it any good quoting the example of the United States where lowering standards under various well meaning pretexts has only made notorious

the mediocrity of educational standards in that continent. I believe that children today are being held back, if not actually penalized, by other factors—and Miss Maden seems to hint very honestly at this in her letter when she mentions teacher turnover and its effects; I put much of the blame myself on our current mania for educational change.

English exam becoming less 'ordinary'

Sir—Your correspondent Mr Sanderson must not be allowed to perpetuate the myth that there has been a "decline in the demands and content of examinations" (May 27). It is simply not true for the O level Cambridge English examination. Neither is he right when he suggests English teachers "lack the statistics to prove their impression" (of his decline).

In 1966, candidates had one-and-a-half hours to write either one or two essays. If they chose to write two, one was to be an expansion of details printed on the question paper. In 1977, all candidates making the comparable paper had to write two essays—no expanding with ideas.

Although it is difficult to make equations with the two one-and-a-half hour papers vs as follows: Approximate numbers of words to be read and understood—700; six questions to be answered.

Governors govern OK

Sir—Mr Peter Jaggar ("How amateur interference upset staff" (June 3)), does less than justice to the "well-meaning amateurs" who govern his school and telescopes considerably the sequence of events leading to the addition of one subject to the final option.

There were three meetings of the governors—one, incidentally, on a Sunday morning—before the change in the curriculum was made. Moreover the governors did not "direct" that an academic subject must be inserted, which implies that the headmaster was forcefully overruled. The decision was arrived at after thoughtful debate and was taken only after the headmaster had studied whether such a change were possible, and with his agreement and that of the senior member of staff appointed to the governing body.

Careering ahead in Kent too

Sir—May I refer to your article headed "London gives Priority to Careers Guidance" (June 10) which states "the authority (London) must be the only one in the country that maintains a full-time inspector of careers education, as distinct from its careers service and its advisers".

Money inadequate—not parents

Sir—It would be easy, if unproductive, to pour vituperation on the head of Professor Hawkins of the University of York for his unfeeling condemnation of "inadequate" parents as reported in the TES for June 10. However, I hope that the headmistresses who heard him realized that at least part of the answer to the problem is already in their hands. How much of their own time and energy are seldom resources of staff time and finance poured into parenthood courses in their schools?

Advertisement for Teachers' Building Society, featuring a logo with 'TBS' and text about trustee status and investment options.

Advertisement for Teachers' Building Society, titled 'TO CELEBRATE ITS DESIGNATION BUILDING SOCIETY WITH TRUSTEE STATUS', offering a special bonus rate.

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Advertisement for 'Money inadequate—not parents', including details on educational resources and contact information for Diana Dorson.

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Sport



Fears as top youngsters swim with American tide

by Asif Khan

American universities will continue to attract talented young sportsmen and women from Britain unless they are offered similar opportunities here, a top swimming coach has warned.

Mr Hamilton Bland, director of coaching at the City of Coventry Swimming Club, wants talks between sports administrators and educationists to help stop the drain.

His warning came after two of his charges at Coventry, David Parker and Debbie Rudd, both members of the British Olympic team at Montreal, announced that they were joining American universities.

Parker, of Bablake School, Coventry, who is a 1,500 metres freestyle, and Debbie Rudd, both members of the University of Southern Illinois, Miss Rudd, who attends Henley College, is a 200 metres breaststroke specialist. She is going to the University of Southern California in Los Angeles. Both received a number of offers from United States universities.

Tournament net cast wider

The mass-participation Nestlé tennis tournament which has groomed many of today's young crop of players has changed its format this year. Instead of being based exclusively on competition within schools, it has now been opened to junior sections of tennis clubs.

Some 300 clubs have joined 650 schools in this year's event, which starts off with a ladder competition within each school or club. Winners from school and club indexes play each other in a knockout, culminating in finals at Queen's Club, London, on September 8-10.

Australia sends under-19 team

A 15-strong squad of young Australian cricketers arrived in England last week for a 12-match tour, a major move by the Australian Cricket Board which has only recently begun to show an interest in youth cricket.

During their month's trip, the Australians, all under 19, will play internationals against England at Arundel and Lord's in early July as well as fixtures against teams selected by Ted Dexter, Colin Cowdrey, Tom Graveney, Richie

Benard, Mike Smith and Basil D'Oliveira.

When the team was announced some weeks ago, much was made of the fact that it included a fast bowler by the name of Geoff Thompson who is, however, a relation to Jeff Thompson, the demon bowler in the senior Australian Test team.

Another young man who arrived with a glowing reputation is Tony Handcock, who has already played Sheffield Shield matches for South Australia.



Basil Mitchell (left) and Linda Clark (right) with international coach Peter Collins.

New snell brings success

by Stanley Levenson

The enterprise and determination of two teachers to improve their rowing has resulted in the building of a chain of department stores.

Linda Clark, of Paddington School, London, and Beryl Mitchell, of Dunraven School, Strathfield, London, have the boat presented by British Home Stores. The pair began after the Olympic Games in Montreal, where Linda Clark and Mrs Mitchell made their debut in the coxed pair. They believed that to improve on this and get on terms with foreign rivals they

needed a first-class craft. They wrote to a number of businesses asking for sponsorship and British Home Stores responded by buying them an 800-gallon boat.

In their first international outing at the Mannheim Regatta and followed this up with a second event at the Regatta in Regensburg, Austria, they were crowned technical footrace winners. It is a classic moulded boat with smooth, built-in hull resistance.

examinations studies in America they'll be doing from seven until nine in the morning and two until four in the afternoon, which is much rigorous.

"Somehow we must fit our class swimmers into the system of higher education, imposing five or six hours of training on the curriculum done in America. Allowances be made for those competing world-class level and needing to devote to their sport. The bringing prestige to this country between industry and education in institutions in Coventry discuss the situation. He is more of Coventry's promoters could be lured to the side of the Atlantic.

Miss Rudd is the third girl to win such a United States scholarship; Christine James the University of Alabama; Sandra Dickie studying at the University of Texas.

Swimming is not the only sport in which American universities offering scholarships to British students. Mark Holland, a 1,500 metres freestyle swimmer, has won a scholarship to Rice University, Texas. He has captained the team in the national inter-collegiate final and was also a member of the British under-18 team here.

Holland, who will be studying economics in America, will remain at school instead of the official Law Term in Texas. His full-time playing squad of eight O-level passes encourages him to stay at Millfield in year 12, to continue his academic career.

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Looking in the wrong place

Rob Jeffcoate argues that a new book on the school experience of West Indian children, written by a black American academic, fails to deal with 'the overt and covert forms of racism'

Phyllis is a West Indian in my fifth year CSE set. She is articulate, hard-working and vivacious; and excels in cookery, music and sport. Popular with staff and pupils, she holds particular sway over black children in middle and lower school. She is also volatile and prone to moments of self-doubt—even self-doubt. When the black group failed to turn up for last Christmas's youth club dance, she is reported to have said: "Typical! You can't trust coloureds."

Shortly afterwards I was reading *Lord of the Flies* with half of the set; she was the only black pupil present. We came to the part where Piggy shouts at Jack's tribe: "Which is better—to be a pack of painted niggers like you are, or to be sensible like Ralph is?" Eleven eyes turned on Phyllis and a couple of white boys guffawed. She bridled angrily—"Just 'cause I'm the only black kid here."

At the end of the lesson I talked to her. Yes, she quite understood how Piggy had come to say what he did, but she had been deeply upset by her white classmates' mockery. It brought to mind all those other occasions—at school, in the street—when she had been abused for her colour. Yet, her experience of white racism has not pushed her into militancy or separatism. She remains a staunch integrationist—"there's good and bad in all races"—and is fiercely critical of the anti-white stances taken up by other black youngsters.

Once, she told me, she had gone to this dance only to realize when she got there that it was an all-black affair. She felt acutely embarrassed (it seemed a denial of her many white friendships) and took it out on the first boy to ask her to dance. He asked in Creole and she refused "in Birmingham", knowing that the choice of white speech would wound more than the refusal.

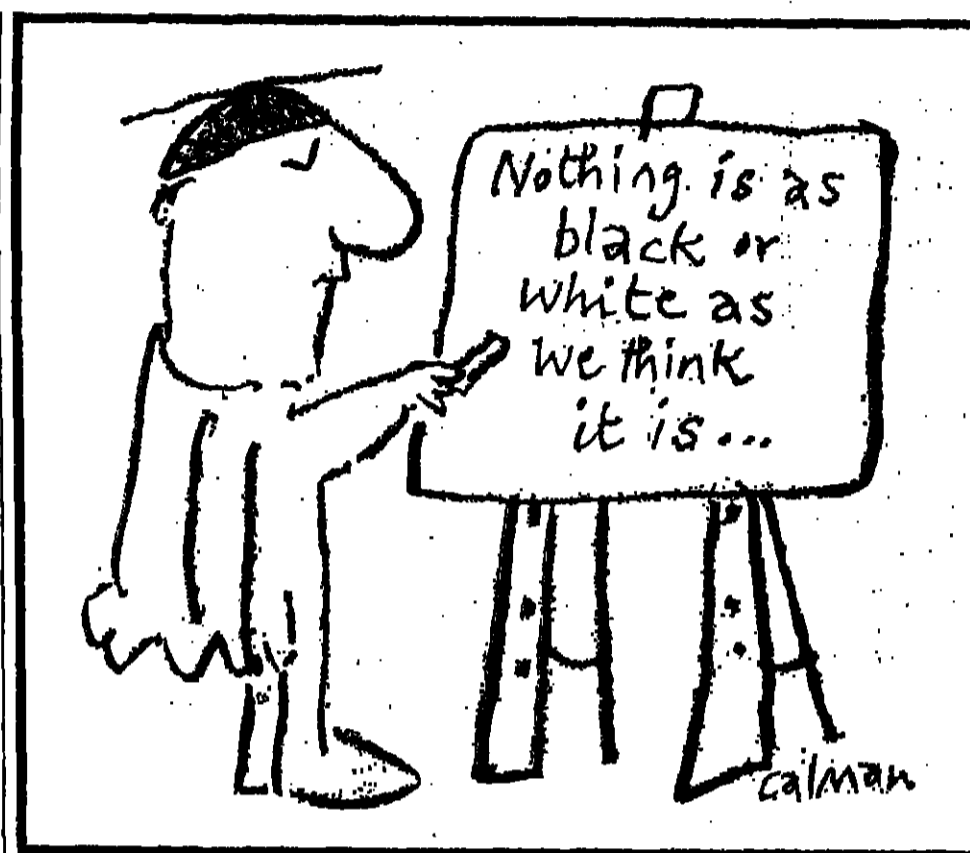
On the other hand, she is an avid reader of the black books in the school library, being especially excited by Linton Kwesi Johnson's collection of dialect poems *Drum, Beat and Blood*, and has organized and directed a dialect play (a rehearsal of which I was watching one evening when the school caretaker came up and whispered in my ear: "What's this all about? Wirchdoctors?")

For a career Phyllis's first choice was the police, but family and community persuaded her that this was not quite appropriate for a black girl. She then set her sights on teaching home economics (she would make an admirable teacher), but at her interview for further education college it was suggested that nursing might be a better idea. Obviously, this portrait is partial and subjective, since it represents one white teacher's selected perceptions. But some of its features will find echoes in the experience of many teachers in multi-racial schools. It illustrates the range of pressures bearing on black children, and the tensions and conflicts they have to negotiate.

In two ways, however, Phyllis's portrait does not match the white teacher's stereotype of the black child. She is not an underachiever and she is not a behaviour problem; and it is on these two counts that West Indian children have so regularly been presented as the most intractable of all the seemingly insuperable difficulties confronting inner-city schools.

A succession of reports from Government bodies and community organizations (the most recent, by the House of Commons Select Committee on Race Relations and Immigration, was published in March) have testified to the under-performance of West Indian children in standard tests and examinations, and to their overrepresentation in bottom streams, remedial classes and schools for the maladjusted and the educationally

At one time it was possible to attempt an explanation exclusively in terms of



cultural discontinuities—dialect interference, permissive school versus authoritarian home—and/or putative deficits in West Indian family and community life—inadequate linguistic stimulation in early childhood, high incidence of child-minding, and one-parent households.

The new sociology called much of this into question; black children were not so much failing, it asserted, as being failed. In a trenchant polemic published in 1971 *How the West Indian Child is Made Educationally Subnormal in the British School System*, Bernard Coard argued that poor attainment was due to the administrative apparatus of institutional racism, low teacher expectations, and the daily deprecation of black language and black identity in the classroom.

A total explication would no doubt have to be, as the educational researchers say, multifactorial, but what those who incline to Coard's thesis have crucially to account for is why West Indians do so very much worse than Asians who, after all, have also to contend with prejudice and discrimination. The head of a school not far from my own is on record as saying that if her sixth form were restricted to A level courses it would be 100 per cent Asian.

To say that there is a "black" or "Asian" or "West Indian" is scarcely conceivable is merely to underscore how desperate things are. They have certainly been exacerbated by the increasing alienation of black youngsters from white society. In the new mood of black militancy, school is almost as inimical an institution as the police, and truculence in the classroom as justifiable a form of black resistance as having no truck with menial jobs.

Against this background the prospect of a book on West Indian children in British schools, by a black American academic, with a published evaluation of black studies programmes in American schools to his credit, was more than welcome: it held out the promise of fresh insights and analyses, and of pointers to unsuspected resolutions.

It is particularly dispiriting that Professor Giles's book is something of a shambles—clumsily written, disorganized, repetitive and tedious. As a

piece of educational research it hardly passes muster. Its claim to make pronouncements about the predicament of West Indian children in "British" schools is founded on 17 "case studies" of primary and secondary schools in the ILEA.

These consisted of singularly uninformative questionnaire returns and taped interviews with heads, deputies and (occasionally) other members of staff, relayed to the reader through the infelicitous medium of indirect speech. What do they yield us? Pages and pages of headteacherly guff.

A few heads have exchanged the old claptrap about not noticing racial differences ("they're all just children") for the new shibboleths of self-image and cultural identity, but guff, for the most part, it remains. The general tedium is alleviated by odd interviews with community workers and by precisely two with the children themselves.

In one Professor Giles mercilessly grills an 8-year-old boy of mixed African/Trinidadian parentage who wants to believe, for obvious reasons, that he is half-African (his mother's half) and nothing else. In the other, a group of black teenage girls lambaste (quite rightly) the sexual hypocrisy of black men.

Resistance to other work in the field is pure scissors-and-paste ("X says this and Y says that"), and direct school observation minimal and breathtakingly naïve ("I observed by looking at the student body that a number of students from ethnic minorities were in evidence").

The book's saving grace is its anecdotes, and these, sadly, only serve to confirm how bad relationships are. A head recounts how she was walking along the road hand-in-hand with a 5-year-old black boy when he said: "My father shouldn't see me now... walking up the road with a white woman." Another infant head tells of a black 7-year-old boy on being reprimanded by his teacher, called her a "white racist pig."

At one secondary school (not in the sample) a "state of warfare" is said to exist between the staff and the black students. And a black studies teacher describes how black secondary school

students objected to whites joining the class—"Get-de rass outside here, mon, dis de black man ting."

Perhaps the most important point about these and similar incidents (and it is one which Professor Giles makes emphatically) is that we should resist the temptation to concentrate "on the symptoms of the black pupils' response to racism" to the neglect "of the elimination of its causes".

Professor Giles's sub-title anchors his analysis to the old argument over ethnicity and social class. Like others before him, he criticizes the Government's dotty decision to subsume the needs of racial minorities under the general concern over educational disadvantage, and the failure of most schools to recognize those same needs, and hence to revise policies and curricula.

There are one or two honourable exceptions in his sample, and others who, while admitting the needs, do not quite know what to do about them, or are frightened of a white backlash, or settle for curriculum tinkering which may actually do more harm than good (such as one secondary school's "third year geography course based on underdeveloped countries, which included the problems of the West Indies").

Suddenly at the end, however, in something of a volte-face, Professor Giles appears to conclude that what black children really suffer from is "social class isolation", and that if only they could, like himself (we are permitted a tantalizingly brief glimpse into his autobiography), make it out of the ghetto, all would be well, or almost.

As to his four recommendations, I found the two research proposals somewhat less than transparent. The other two—in-service training and the development of genuinely multi-racial curricula—are, of course, time-honoured, but it is important that they should be seen as minimum requirements rather than curricula. The school in his sample that has clearly done more than any other I know to make multi-racial education a reality still reports that the group "causing the most problems in a violent, aggressive way" is the West Indians. A black studies teacher comments in the book that "the reluctance of black students to do work which involved research, reading and writing was... as real a problem in black studies as it was in other topics they took".

It is a pity Professor Giles should have opted for a kind of updating of Schools Council Working Paper 50, *Multicultural Education: Need and Innovation*, for his research design, and wasted so much time talking to heads and their deputies. If it is because, like Bernard Coard, he believes that teachers' attitudes constitute one of the major obstacles to black children's progress at school, then he was looking in the wrong place.

The attitude teachers express in questionnaire returns or taped interviews are of little account; he himself notes the frequent discrepancies between what heads say is going on in their schools, and what is actually going on. The attitudes that matter are those manifested to children in teachers' classroom behaviour—all the overt and covert forms of racism.

It is to these, and the mechanisms whereby they operate, that researchers should be directing their attention.

Rob Jeffcoate is head of English, Nechells Secondary School, Birmingham. He was formerly research officer for the Schools Council/NER Project, "Education for a Multicultural Society".

"The West Indian Experience in British Schools" is published on Monday by Heinemann Educational (£2.20). A further review appears on page 21.

Backwards to Europe

Will the current preoccupation with 'standards' and control of the curriculum bring our schools more into line with those on the continent? And if so, do teachers and parents know what may follow? At the end of a year spent looking at British primary schools, Karl Heinz Gruber offers some sobering comparisons between the two systems.

A widely used metaphor in the education debate is the "swinging-back of the pendulum". Many proposed courses of action demand the reintroduction, return to or re-establishment of this or that.

So far these usually highly emotional and vague expressions of discontent with the educational status quo have resulted in little more than nostalgic and masochism. If—*The Times* wrote when Neville Bennett's *Teaching Styles and Pupil Progress* was published—"Progress is not progressive", back to where should the pendulum swing?

A brief look at Continental primary schools, where the pendulum has not even yet begun to swing, where "non-progressive" education is still standard practice, may provide a few sobering lessons to those who think the future of British primary education might lie in a rapprochement with the European tradition.

Generalizations about European primary education may be unfair to some schools and some teachers. But with the exception of the occasional *Französisches moderne*, the odd Rudolf Steiner school and the few experimental state schools, there emerges a picture of fairly uniform and uninspired traditionalism.

One must neither be deceived by the impressive innovative visions generated at the OECD or the Council of Europe, nor by the complex "factors" published by educational ministries of education: all over Europe public concern, political controversy and, with the exception of Sweden, usually half-hearted reform efforts focused on the comprehensive reorganization of secondary education. Even during the short-lived educational renaissance of the 1960s and early 1970s primary education remained a non-problem, "kids-stuff".

While British primary education seems to have been able and willing to revitalize and implement the heritage of Pestalozzi, Rousseau, Froebel, Montessori and Dewey, and to accept the challenge of new ideas, continental classrooms have stayed largely unaffected by this regeneration: what revolutionized the appearance and working of British primary schools ended up as "interesting" chapters in Continental textbooks on history of education.

Why has the gap between British and Continental primary education become so wide? Why has primary education progressed in Britain, but hardly at all on the Continent? Any attempt to explain

'English headteachers speak unashamedly of their intentions to create a happy school, a notion that would strike most of their continental counterparts as embarrassing, if not obscene: on the continent happiness is not an educational concept'

the anomaly will have to consider the two different administrative-bureaucratic contexts within which the schools operate. On a continuum of bureaucratization of education, Britain would be way out on the non-bureaucratic end, while the countries of Europe would cluster near the bureaucratic. Of course both have "mixed" models of administration, but there is an enormous difference in the composition of the mix. There is also ample, though fragmentary and widely scattered, evidence to suggest that certain organizational features, ideas and strategies are functional and compatible with each other, but unthinkable within the opposite context.

It is highly significant that virtually all the European theory in the field of educational organization has been generated in Britain. Also, Continental educationalists have great difficulty in finding "indigenous" models for such alien phenomena as "free-school" development, open-plan schools or, for that matter, progressive primary education.

The more conspicuous differences between the two models, such as the degrees of centralization and standardization, are well known. What is often not fully realized is that all factors are inter-related, and therefore affected by the prevailing organizational structure. Here are a few other features of the traditional Continental system:

- An absence of grassroots development, and the inhibition of the individual school's creativity;
- A large corpus of laws and regulations controlling both the outer organizations and the inner, curricular life of schools;

'In Austria even a very modest amount of teacher cooperation in junior schools required legislation of constitutional character, that had to be passed by a two-thirds majority in Parliament'

giggling or nudging each other — why not?" It would appear that we lead the world in enabling young adolescents to learn about their sexuality. In a lesson atmosphere of discussion, we do not initiate in types of Swedish, Finnish, Dutch or American teaching, where one feels that after the lesson the cork will pop into hilarity and the burlesquing of dirty jokes.

The reason is that these exchanges seem to be teacher-centred, and pupils rarely talk to each other, whereas in the King's College "free" mixed ability methods are used. Pupil talk to pupils while sometimes taking a group for film loop work, the teacher often acts as individual tutor.

One particular sequence is illuminating, as a boy questions the teacher on the anatomy of the penis, while two girls watch and listen with interest, and no one displays the least embarrassment. This sequence always excites overtaken comment and admiration. What is the secret they ask?

First and foremost, such an atmosphere depends on the attitude of the teacher which easily communicates itself to the pupils in the tone of voice as much as in the words used. I have heard the sexual "standards" using the exact opposite of Freud's emphasis on denial, over-prohibiting that it's "All Right, I have heard noble teachers credited by their own embarrassment, hedging and qualifying euphemistically. I have met some equally noble souls who have proclaimed that they are the last person in the world to teach sex education.

Every teacher has some part of the cycle of human sexuality which he or she is unabled to teach, either from the point of view of over-enthusiasm or lack of personal experience. But how difficult it is for many to admit that they themselves do not represent a norm on this particular topic. That these are the victims (Well, now Christine) tell me your troubles) and the joke merchants, while on the other end of the scale they say "sex is sacred"

In German the word "school" (*Schule*) is becoming a dirty word. One recurrent issue of the education in the German-speaking world is warning against *Verschulung*—school-like learning. In a rare pre-school and university teaching in the name of freedom, self-direction and relevant learning that the negative sectors of the educational must not be infected by school. The irony is that all those who *Verschulung* derogatively do not mind that school-children have in a way they consider unwise for pre-school children and students.

Most of the teaching and learning in Continental primary schools is individualized, collectivized and syndicalized. The standard teaching unit is a group of 30 children, and they sit with one teacher in a rectangular room that has a blackboard in the windows on the left (so that the writing hand does not obscure the writing) and a door on the right, always closed during lessons. The new modern school buildings and structures is a corridor lined with rooms of identical size and shape.

Life in classrooms is focused on the teacher, who dispenses knowledge orally, through ministerially prescribed textbooks and teaching aids, and their books. Since the whole class does the same thing at the same time, classrooms have no "hot" corners, no activity areas, no partitions. One therefore rarely finds working-for-learning atmosphere of neatness and silence ("except when asked") are generally seen as indicators of good classroom management.

The arena in the school world of classrooms are non-teaching designed and exclusively used for silent and from classrooms and corridors. Some countries have schooling for six days per week, are neither school meals nor discipline. One major reason for this rigidity of teaching and school organization is the isolated teacher with a group of children in a self-contained room is the legally defined basic unit of the school system. In Austria, for example, even a very modest amount of teacher cooperation in junior schools required legislation of constitutional character, that had to be passed by a two-thirds majority in parliament.

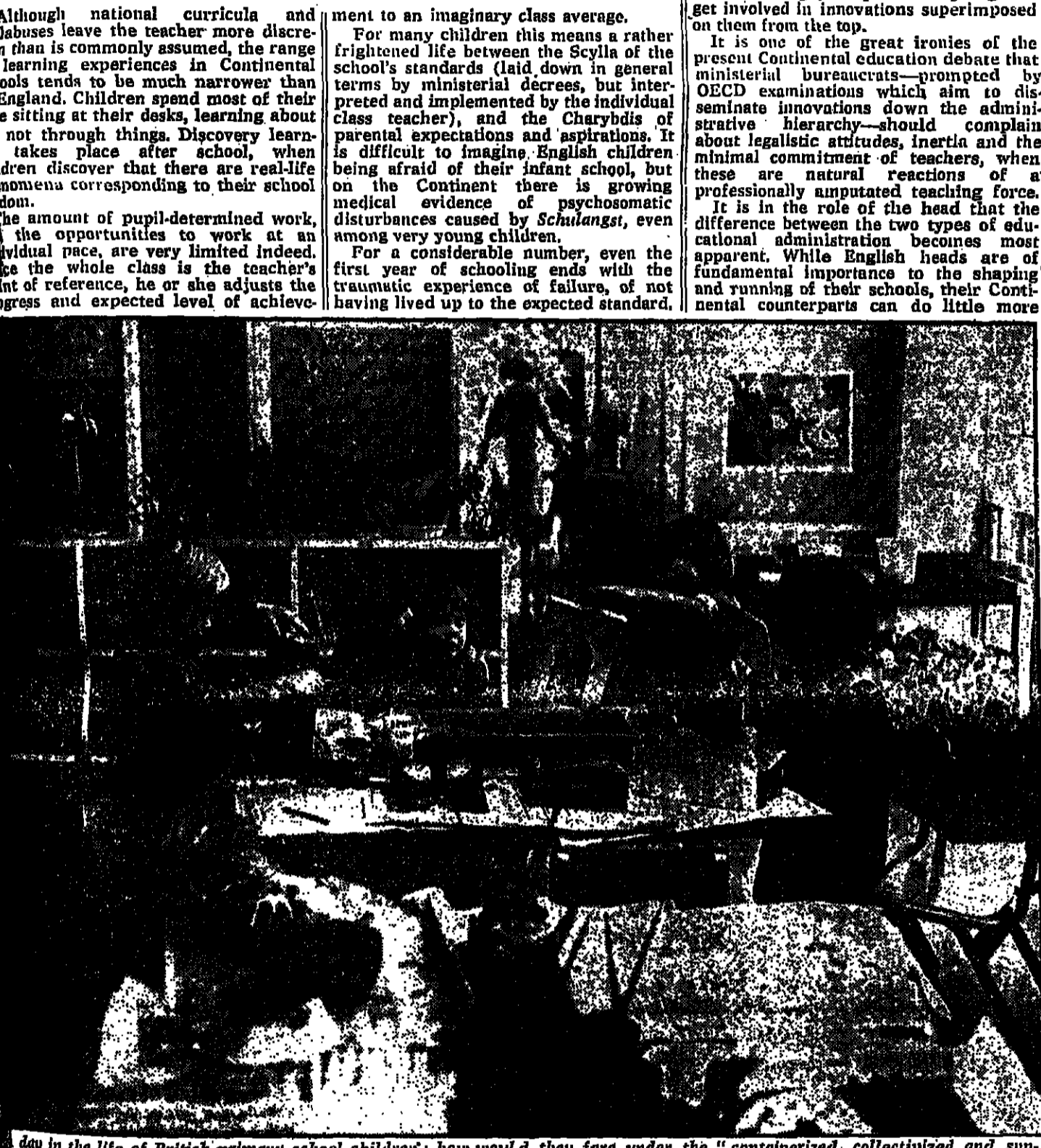
Although national curricula and syllabuses leave the teacher more discretion than is commonly assumed, the range of learning experiences in Continental schools tends to be much narrower than in England. Children spend most of their time sitting at their desks, learning about things that do not pass through their hands. Discovery learning takes place after school, when children discover that there are real-life phenomena corresponding to their school learning.

The amount of pupil-determined work, and the opportunities to work at an individual pace, are very limited indeed. The whole class is the teacher's point of reference, he or she adjusts the progress and expected level of achievement to an imaginary class average.

For many children this means a rather frightened life between the Scylla of the school's standards (laid down in general terms by ministerial decrees, but interpreted and implemented by the individual class teacher), and the Charybdis of parental expectations and aspirations. It is difficult to imagine English children being afraid of their infant school, but on the Continent there is growing medical evidence of psychosomatic disturbances caused by *Schulangst*, even among very young children.

For a considerable number, even the first year of schooling ends with the traumatic experience of failure, of not having lived up to the expected standard.

'It is difficult to imagine English children being afraid of their infant school, but on the Continent there is growing medical evidence of psychosomatic disturbances caused by *Schulangst*, even among very small children'



Day in the life of British primary school children: how would they fare under the "contaminated, collectivized and syndicalized" continental systems?

Feelings of guilt and shame, stoked by parental anger and disillusion, are reinforced by the highly questionable practice of separating these failures from their classmates, and letting them repeat the year's work all over again.

Of course most teachers are doing their best, but all too often they are administratively straitjacketed in their concern for the individual child. Not surprisingly, the majority are neither keen on change, nor particularly eager to get involved in innovations superimposed on them from the top.

It is one of the great ironies of the present Continental education debate that ministerial bureaucrats—prompted by OECD examinations which aim to disseminate innovations down the administrative hierarchy—should complain about legalistic attitudes, inertia and the minimal commitment of teachers, when these are natural reactions of a professionally anupated teaching force.

It is in the role of the head that the difference between the two types of educational administration becomes most apparent. While English heads are of fundamental importance to the shaping and running of their schools, their Continental counterparts can do little more

'Even the most formal type of British teacher would pass for a progressive on the Continent—if he or she would just stop smacking children'

than make sure that the school operates in accordance with detailed decrees and ministerial regulations. School monographs written by the head, or case studies of individual schools—vital elements of British educational literature—are non-existent on the Continent.

It is true that the Continental systems of nationwide standardization and inspection prevent aberrations. In Tyndale, but it is equally true that they offer little encouragement to move beyond mediocre routine.

It may well be rash to see the British preoccupation with standards, a stricter Inspectorate, a stronger DES, the curtailing of teacher power as a symptom of a bureaucratic revival. But it is difficult to envisage benefits from a regression towards the European mean. What seems to be needed is the strengthening of the professionalism of teachers, through improved initial and in-service training, and national scaffolding of their work through research and development.

If one judges British teachers by the kind of decisions they have to make and by the effort they put into their work—their work load is considerably heavier and more comprehensive than that of their European counterparts—they are professionals. Judged by their training and self-confidence, however, many of them are still only semi-professionals. That there is scope for concerted national research and development becomes apparent when one considers the many dispersed attempts to develop records that safeguard the continuity and balance of the individual child's progress.

Regional and school-to-school variations in Britain make generalizations risky and unrewarding. How many schools are already progressive? How strong is the trend, if there still is one, towards the Plowden paradigm? How many good old traditional schools and teachers are there left? Without reliable national data (a rare thing in British primary education, but a possible outcome of the current HMI survey) generalizations from local or personal findings must be placed somewhere between wishful thinking and crying wolf.

Comparing teaching styles and classroom organization cross-nationally, one feels inclined to develop a new "theory of relativity": it is very likely that even the most formal type of British teacher ("type 12" in Neville Bennett's typology) would pass for a progressive on the Continent—if he or she would just stop smacking children.

Karl Heinz Gruber is a lecturer at the Institute of Education, University of Vienna. He is currently research associate at the University of Oxford Department of Educational Studies, researching developments in British primary education.

Coming clean

Dorothy Dallas argues for an atmosphere conducive to free discussion in sex education lessons

Some years ago the King's College mobile recording unit made a videotape of a good and experienced (as opposed to a struggling probationary) teacher giving a very basic sex education lesson to 12-year-olds in a comprehensive school. Teachers and students from all over the world have seen it and it elicits the same comment from all: "But they are not

embarrassed, they have the effect of being shielded from the treatment they receive only in this country, but all over the world.

The Latinate words have international currency, while the British words vary in different districts—in no other topic is the English language quite so creative. Many years ago, Cyril Bibby, the doyen of English sex educators, offered a simple way of ridding a class of giggles and nudges. "Just write all the four-letter words you know on the board, and there will be roars of laughter. 'Fancy Sir knowing them!' Then translate each one into its unembarrassed equivalent, and use them instead, referring to your blackboard dictionary when needed."

He was right, it worked like a charm, but those thinking of emulating this strategy should first find out whether or not they are to be visited by the education committee on that "day, jobs have been lost for less."

I have only one criticism about that lesson. The Latinate words were not always used, for example, "uterus" rather than "womb". Pupils use four-letter words among themselves, but need to know "clean" words when talking for example to doctors, and later, midwives. Otherwise,

the parents are willing to admit that they are themselves at only one point on a continuum of "clean" words, which the example forces to follow.

The solution would seem to be the early establishment of the idea that it is quite proper for children to question their parents on sexual matters and behaviour, so that when adolescence brings the problems into a more subjective light, communication has already been established, and behaviour discussed long before the crisis of need appears.

Parents who have established a "clean" discussion with their children will however need to be warned that when their child arrives in school, it will find that most of the others are very different. The child will first have to discover that many other children will be in the "lavatory-minded" stage, and will try to shock with somewhat pathetic attempts. A warning that this will happen, and that a sympathetic laugh is the simplest way out, usually works.

During adolescence, however, the parents will benefit, as their children will be able to tell them, and so rid themselves of anxiety about the dirty jokes heard in the classroom, and the embarrassment of being teased from the treatment they receive only in this country, but all over the world.

body image, "private" parts, etc. The blame must be taken by the parents to discuss anything sexual with their children.

It is interesting that the taboos are strict enough for doctors and nurses to complain to me that they cannot talk to their own children about sexuality, although they are perfectly happy to discuss such matters with colleagues.

This brings in another factor, the invasion of parental personal privacy. Many parents do not wish to present themselves to their children as people who have a sexual life as well as a parental role. This is the child and the places reserved for "dirty", undignified, or at least a proper matter for discussion with children.

While one would not quibble too much about these feelings, the result is that parents often see their children as people, and take their own sex roles from media or their friends. If the parents present themselves as having a sex role, the adolescent is as likely to reject or deny it, unless

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24 Books/History/Childrens' Literature

Children's literature

Fact and fancy

Naomi Mitchison

The Xanadu Manuscript. By John Rowe Townsend. Oxford £2.95, 19 271406 G. Snake Among the Sunflowers. By Joan Lingard. Hamish Hamilton £2.50, 241 89547 2. Silks and Con. By A. C. Stewart. Blackie £3.00, 216 90335 1.

It is extraordinarily difficult for those of us who want to buy a book for someone between six and 16, to find out, in the general scintillating, what is worth buying and, indeed, what kind of a book it is. The blurbs do not help that much. Here for instance are three books which could all be classed as mysteries, but they are on very different levels.

The Xanadu Manuscript is on the fascinating verge between fantasy and science fiction, and is in no sense a "children's" book, though a delight for an intelligent young teenager and still more for his/her lucky parents. It is quite easy to guess what the strange family which appear on the backs in such peculiar circumstances must be, but the working out of the plot which affects them and the narrator is ingenious and sometimes really moving. It involves moral problems, as all good science fiction ought to do, and the assumed writer is swayed, as in life, by doubts and suspicions and loyalties, as well as the stresses of O-or is it A?-levels. The book is all the more fun because most of it happens in an extraordinary, dream-like landscape, full of the kind of high-

brow characters whom we know, perhaps, only too well. I wish some of the so-called adult novels that one finds oneself reading were half as good.

Snake Among the Sunflowers is more predictable. Joan Lingard is a good writer and it must be a pleasant change for her to leave the heartbreak of Ulster for the south of France which she so clearly enjoys. There are mouth-watering descriptions of Provencal farm meals. Yet it is not a complete change, for in her new environment there are conflicts of bitterly held loyalties, going back to the days of the French Resistance. The pain and anger of the grandparent's days comes back on the children who have their own gentler problems of being half French, half Scots. This gives them more interest and character than most book children and, at the end of the book when the mystery is solved and the snake is dead, one remembers them as real people in a real world. A good buy for the 12-year-old.

Silks and Con is an indefinite kind of book which suffers from being set in the particular place or time. It is the story of a boy, abandoned by a feckless mother and a savage step-father, who sets out from somewhere halfway between town and country, with a mongrel dog and a toy monkey, gets lost, escapes from a mad tinkler woman, and finds refuge on a farm, but is shocked by the drowning of kittens and the inevitably militaristic attitude towards animals which have failed to produce a profit. Accompanied this time by a young cow and a hen, he finds an island and apparent haven. It did not seem very convincing to me, but no doubt there will be 10-year-olds who will enjoy identifying with Silks.

Happy days...

Robert Silvey on Britain between the wars

Social Conditions in Britain Between the Wars. By John Stevenson. Penguin £1.75, 14 08 0969 4.

It was a time of plenty and a time of penury; a frivolous time and a serious time; a time of hope and a time of despair. Prices fell and unemployment rose; the population grew and the birth-rate declined; cinemas boomed and churches languished. More people than ever before bought their own homes and the country-side. Ribbon development flourished and road casualties rocketed. Whole communities were left to rot. Such was the complex and paradoxical social scene in the so-called "fatuous twenties" and "frightened thirties". This book begins with an 80-page introductory essay. It is able and wide-ranging, though there are curious omissions. There is a room for references to "the drink problem", greyhound racing, and the cinema, but crime is barely mentioned and there is no reference whatsoever to religion or to broadcasting—even though, by the end of the thirties, the "wretches set" had become a necessity.

The main body of the book is a reader, drawing on the findings of the great social inquiries of the time concerning, successively, poverty, health, housing and unemployment. The first modern social surveys had been carried out

before the First World War by writers like Charles Booth and Seebohm Rowntree. In the interwar years the method was extensively employed though, significantly, never by government.

Perhaps the best-known workers in the field were A. L. Rowley, Lord Boyd Orr, G. D. H. and Margaret Cole, Carr Saunders, Curdog Jones and R. H. Timsms. It was men and women such as these and bodies like the Pilgrim and Carnegie Trusts, the LSE and Liverpool University who should be honoured for laying the factual foundations of the Welfare State.

No one who has memories of the thirties will need to be reminded that everyday life was overshadowed as much by the spectacle of chronic mass unemployment as by the fear of war. Its victims have cause enough to remember; the rest of us, unless we were totally insensitive, were oppressed by a sense of guilt and frustration. What right had we to enjoy life when so many of our fellows, through no fault of their own, were made to feel hopelessly unwanted? And, beyond that, there appeared to be literally nothing we could do.

The Second World War, when it came, at least banished that evil, and after it Keynesian economics and the Beveridge safety-net seemed to have ensured that it was excluded for ever. It is difficult now, grimly, the interwar study which has, perhaps, most relevance to-day is the Carnegie Trust's Disinherited Youth.

Paperbacks

Empire and republic

W. J. F. Jenner

Emperor of China: Self-Portrait of Kang-hsi. By Jonathan D. Spence. Penguin £2.00, 14 075 122 0. Imperial China. By Raymond Dawson. Penguin £1.95, 14 02 1899 8. Mao Tse-Tung and China. By C. P. Fitzgerald. Penguin 85p, 14 02 1947 1.

The emperor known as Kang-hsi came to the throne as a boy of six in 1661; by his seventeenth birthday he had assumed the throne and the dominant court faction; and during the rest of his 61-year reign he defeated all challenges to his rule, setting the boundaries of the Chinese state wider than at any time except under the Mongols and putting through a series of reforms that cleared the way for the population to rise from an estimated 100,000,000 at his accession to well over 300,000,000 by the end of the eighteenth century. Yet to the end of his life his head was not turned by power.

Jonathan Spence has made up an autobiography for Kang-hsi by putting together things he said or could have said at various times in his life into a string of interior monologues, starting with the vigour and joy of hunting and going on through war and the burdens of ruling and

growing old to culminate in the valedictory edict he actually dictated as a political testament. Spence has had the courage to invent a form that is neither biography nor fiction, and it works remarkably well. The translations when checked are mainly reliable; and Kang-hsi's comes over as a man very clearly. The shades of Prunet are quite appropriately invoked in the introduction; Spence's Kang-hsi has more affinity with Montaigne. If Spence could give us a long political biography of this fascinating tyrant.

Raymond Dawson's Imperial China is a good narrative history of the dynasties from the sixth to the eighteenth centuries. It is stronger on emperors and great men than on the social and cultural changes. It might best be read in conjunction with Mark Elvin's The Pattern of the Chinese Past: the two books are complementary.

C. P. Fitzgerald covers 82 eventful years at one easy center, but does not really get into the character and the contradictions of that extraordinary man who did more than anyone else to change China and the world in this century. This is quite a good run through modern Chinese history for a casual reader, but not Fitzgerald at his best. The updating of the 1976 edition has been makeshift.

Music and the noble savage

Robin Maconie

Some Great Music Educators. Edited by Kenneth Simpson. Novello £1.70, 632 1850 0.

Dr Simpson complains that school music educators nowadays do not know enough about their predecessors in the field, and that this is one reason for the confused state of the subject just now. He has a point, and this modest set of essays on the work among others of Kodály, Curwen, Trotter and Scholten, through to Kodály and Orff, is a salutary reminder of the history of ideas and methods in school music.

many of which pass today as "new", as well as being a useful introduction to the comparative study which ought to be a basic element of teacher training.

The collection arose from a series of articles originally appearing in Music Teacher, and Dr Simpson has added chapters on closing chapters and three appendices on the general editor. There is one fault with some help for those who do not know Kodály and Orff, and a salutary reminder of the history of ideas and methods in school music.

It is remarkable to find, more than the belief in children's creativity, a certain amount of imprudence in going back to the notion of the noble savages.

Ecumania?

Hilary Finch

Change and the Churches: An Anatomy of Religion in Britain. By David Perman. The Bodley Head £4.95, 370 10329 7.

At a church in New York, a woman deacon, who was seeking priest's orders, was administering the chalice to a young male priest at the altar rail. "I hope you burn in hell", he said, as he dug his nails into her hand, drawing blood. At a church in the New Town of Stevenage, the Sacrament is reserved by both Anglicans and Catholics in a common tabernacle divided by a glass partition. It has been said that there should be a notice saying, "In the event of war, please break the glass".

If these cheerful little stories are familiar to you, then you will probably not find much that is new or surprising in David Perman's book. If, on the other hand, you have not heard them before, the chances are that you will know less about the "scenic" and in that case, you may justifiably lack any incentive to buy a book with this title at all.

It worries me slightly as to whether exactly what I read in it is a systemic and thorough survey, this is a book which will probably inspire no great reaction and provoke no great reaction. Its descriptive rather than prescriptive function has, however, enabled the author to do a number of things—and to do them well.

For those who will buy the book for reference, his copious quotations from the religious and secular press, his careful presentation of es and attitudes, contemporary and retrospective, is time-saving and mind-opening—but also more easily forgotten (particularly in the case of ex-catholics and Northern Ireland).

There are a few inaccuracies which mar the otherwise excellent book: the "church" Roman Catholic response to "The Lord be with you" is in fact, misquoted; the Rev. Cuthbert Keat, of Cambridge, however apt the name may be, is in fact, the Rev. Cuthbert Keat; nor all of the Church of England, by any means, would describe itself as governed by "bishops claiming the apostolic succession"; and a few Catholics, lay or ordained, would really "leap at the chance to acquire a medieval cathedral, repair bill and all".

But the book's very nature as a voiceless survey also makes for a certain earnestness and lack of imagination that makes it going at times. What could be more useful—but also more boring—than a catalogue of Lord Longford's and Mary Whitehouse's periodic triumphs and failures—and the comments on them by the Press?

From all the facts and the figures one idea does stand out: that the real divisions of the church are not between denominations at all, but within them. The backbone of Mr Perman's "anatomy" is the fact that the pluralism of the church is perhaps the greatest change in this century, and, if it is to be anything more than a self-defeating hope of the past, perhaps it best hope.

25 Resources

Scientific practice and the art of electronics

by John Lewis and David Tawney

Looking at the high technology that now surrounds us, one is struck by our dependence on the art of electronics. It is therefore surprising that so little of the subject is taught in schools. Most A-level physics syllabuses cover the characteristics of resistors, but fail to recognise that progress has left these behind and that now we should be concerned with integrated circuits. One wonders in passing why the Associated Examination Board still asks its A-level Physics candidates about valves. It is a wish to preserve, Canute-like, the status quo or is it, perhaps, that their examiners can't cope with new ideas?



Phillip Harris's "Make it yourself" kit.

Chaplin of the Department of Electrical Engineering Science at Essex University. For those people whose horizons are bounded by the requirements of a traditional physics course, the best solution is to use mounted components which are fitted with standard 4mm sockets; these can be obtained from the usual suppliers. However, where electronic components are used to build up working circuits, kits are more useful. They enable the building to be done easily and modifications to be made quickly, so that effects can be observed at once. Without a kit the problems of connecting up components can distract from their function.

This is the approach used in the Nuffield A-level physics course, which encourages pupils to think in terms of functional "blocks"—amplifiers, wave shapers, non-rates and so on. The individual ingredients of the blocks are more useful. The approach can be all these things and is intended to be combined with other units to produce circuits with more complex functions. It is only of incidental interest that so far for economic reasons the active component in the future it might be an integrated circuit.

The approach has been adopted widely and not only by schools following Nuffield Advanced Physics. Kits can be obtained from Griffin and George, Phillip Harris, Leybold, Unilab and White Electronics. Most well-known follow-on kits for more sophisticated work on logic circuits, binary adders, etc. The JMB Engineering Science Course is interesting since it bases its electronic content on analogue circuits using CLEAPSE evaluation of the basic kits. It is now out of print but an updated version will probably soon be available to members.

Lower down the school, there is greater diversity of approach. Spending from a number of initiatives, some entirely independent of a school

or to a locality. One national project, Nuffield Secondary Science, intended for non-academic pupils in the 13-16 age range, has sections on electronics and kits are commercially available. The work for which these can be useful ranges from elementary circuitry (switches, lamps, etc.) through the behaviour of dc and ac in capacitors and inductors, to the transistor in radio sets, amplifiers and switching circuits. Again the emphasis is on function rather than mechanism—on what a device does rather than how it does it.

Three systems which cover all or most of the work are the Phillip Harris system, Locktronics (Lock) and Radionics (Irwin-Desman). Which is the most suitable depends on the relative importance of factors such as price, robustness and correspondence between practical layout and theoretical circuit. Details are available to CLEAPSE members in a recent report. A kit which covers the transistor work (section 5.4) only is the Braun

well known that electrons are blue.) More objectionable is the effect of a resistor being compared to a tunnel with a lot of men entering one end and a few emerging from the other.

Whether a kit is suitable for a particular activity depends on the teacher's aim. To motivate a non-academic pupil, it may be better to get him to solder up a simple device without necessarily understanding how it works. This may give the pupil a feeling of achievement and build up some sort of understanding. Suitable kits of components are advertised in Practical Electronics and other similar magazines. Sinclair, for example, sell a good kit for a miniature radio receiver.

Phillip Harris, with their make-it-yourself series, are another source. Containing a printed circuit, all the components and careful assembly instructions, they enable a pupil to produce a professional-looking job which works. They are intended to be assembled only once, which makes them expensive, though obviously the instructions can be used time and again. They provide a useful introduction to printed circuit work.

The advantages of kits were listed earlier but they do have disadvantages: cost, the component more than the components, particularly those of the practical layout matching the theoretical circuit, of speed of construction and modification and of being able to use the components repeatedly, outweigh the advantages, particularly those of the practical layout matching the theoretical circuit, of speed of construction and modification and of being able to use the components repeatedly, outweigh the advantages, particularly those of the practical layout matching the theoretical circuit.

At first glance RS may seem more expensive than others but one must realise that all their components are first class and that postage and packaging are very low. Another useful source of supply is the Surplus Buying Agency which can offer a wide range of cheap components. Anyone wanting a systematic course should look at the Basic Electronics books developed by Project Technology for School Tech, under and Slough. These are written as a self-instructional course in five parts. Though some teachers may consider them too comprehensive and theoretical, especially for the less able pupils, they are invaluable for reference. Also useful is Electronics for Schools by Sparkes (Hemlock Design).

Once pupils, and staff, are hooked on electronics the way is clear. Circuits will be brought first in S-DOC (P.B. Electronics) or Prototype Board (R.S. Components) or Unilab Bimboards. Then durable, professional-looking, compact circuits will be made up on tripboards (Vero Electronics or R.S. Components) or even on printed circuit boards (Electro Value Ltd, or R.S. Components). It must be emphasized



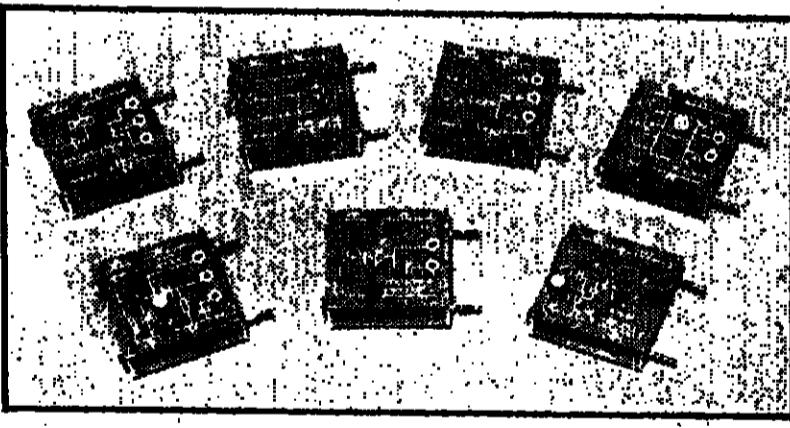
The Unilab electronics kit

that these particular techniques are not suitable for beginners as the layout does not follow the theoretical circuit diagram. It is important that pupils should make electronics and meet it in a way which is stimulating and which makes clear its relevance to modern life. It is a fundamental, pervasive technology which can be covered in schools. Although many teachers first meeting modern electronics may echo the words of the Great Duke contemplating his army—"I don't know what effect it will have on the pupils, but by God it terrifies me!"—their terror will soon disappear once battle commences.

Addresses: Electro Value Ltd, Enfield Green, Egham, Surrey TW20 0HT. Ferranti Ltd, Kings Cross Road, Dun-Griffin & George Ltd, Ealing Road, Alerton, Wembley, Middlesex. Phillip Harris Ltd, Lynn Lane, Sheen, Surrey W14 8EL. Heatbitt, Daystrom Ltd, Gloucester, Ideas for Education, 87a Trowbridge Road, Bradford-on-Avon, Wilt BA13 1BE. Irwin-Desman Ltd, 291 Parley Way, Croydon CR9 4QL.

Leybold-Heraeus Ltd, Blackwell Lane, London SE10. A. M. Lock & Co Ltd, Middleton Road, Oldham, Lancs OL9 6LP. National Centre for School Technology, Trent Polytechnic, Burton, Street, Nottingham. P. B. Electronics Ltd, 57 High Street, Saffron Walden, Essex. R.S. Components, P.O. Box 427, 13-17 Epworth Street, London EC2P 2HA. Siemens Ltd, Great West House, Great West Road, Brentford. Sinclair Instruments Ltd, 6 Kings Parade, Cambridge CB2 1SN. Surplus Buying Agency Consortium, Richmond College Annex, Station Road, Woodhouse, Sheffield. Unilab, Clarendon Road, Blackburn, Lancs BB1 3TA.

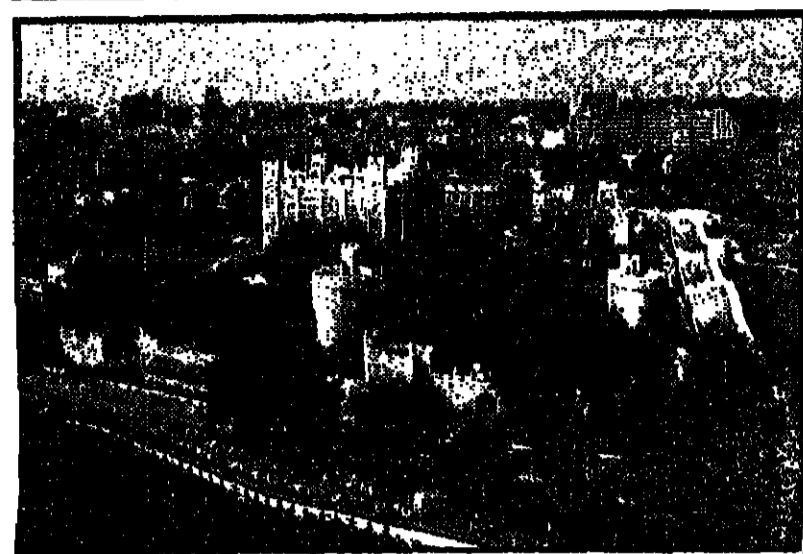
Vero Electronics Ltd, Industrial Estate, Chancellors Ford, Hants SO5 3ZR. White Electrical Instrument Co, Spring Lane North, Moterra Links, Worcester-shire. John Lewis is Director of the UBI Resource Centre. David Tawney is Director of the CLEAPSE development group. The opinions expressed in this article are those of the authors and not the organizations for which they work.



The Griffin and George "Follow-on" kit for logic circuits, binary etc.

MEDICAL EDUCATION: tape/slide programmes, films and video cassettes. NATURAL HISTORY: full colour slides and filmstrips. Really astounding pictures on a wide variety of subjects, as seen through the lenses of the world famous film unit, OXFORD SCIENTIFIC FILMS. A full range of colour slides and filmstrips accompanied by study note booklets. For further details on all subjects, please send for our catalogue. HUNT & BROADHURST LTD. Audio Visual Division, Boley Road, OXFORD OX2 8HE. Telephone: OXFORD 49984.

Now in paperback! JAMES JOYCE A PORTRAIT OF THE ARTIST Stan Gebler Davies A sympathetic and accurate picture of the life and times of James Joyce—the first full-length biography since 1959 'Sparkling' Sunday Telegraph 'A very sad, funny and compelling book to read... a book to enjoy' New Society ABACUS £1.95



Tower of strength

by Gillian Thomas

Royal gun salutes, the installation of a new constable and of a yeoman warder, the Ceremony of the Keys: the Tower of London's traditions and pageantry are featured in a new 25-minute colour film Ceremonies at the Tower.

Produced by the Department of the Environment for school audiences and tourists, it will certainly have an immediate appeal. The fact that ancient passwords are still used at the tower today brings history to life in an exciting way.

As well as showing the four ceremonies, the film throws in plenty of information on the tower itself. For instance, the 62-gun salutes, fired exclusively there by the Honourable Artillery Company, are the only ones in the world.

The Ceremony of the Keys, the traditional locking-up of the tower, takes place every night beginning at 9.50 pm exactly. One of the oldest ceremonies of its kind, it dates back 700 years.

The installation of a new constable takes place every five years, an occasion of splendour and tradition. By contrast only the yeoman warders are present when a new one is sworn in by the tower's governor.

This film is a sequel to another by the DoE, The Building of the Tower of London (29 minutes), which traces its development from the Norman Conquest to the mid-sixteenth century.

All these films (in 16mm optical sound) — and others — can be obtained, some free of charge, from the Central Film Library, Government Building, Bromyard Avenue, London, W3 (01-743 5555).

For school visits to the tower, a booklet, Educational Visits and Services, gives invaluable advice, particularly on the booking procedure.

The Illustrated LONDON NEWS JULY SILVER JUBILEE Souvenir Number Colour photographs of the procession, Service of Thanksgiving and other Jubilee events On sale now 50p

Nature dioramas for townees

The World Wildlife Fund has collaborated in the production of two nature diorama sets which have just gone on sale. Aimed at encouraging the interest of 8-10 year olds in the environment, they look at countryside and the seashore.

Each consists of a three-dimensional colour panorama (measuring 9in by 20in), together with descriptive sheets showing examples of the mammals, birds, plants, insects, etc. to be found there. Everything is illustrated in black and white and in colour, so that the child can use one as a guide for painting the other. Paints (and a brush) are included.

The aim of all these resources is to encourage teachers to look at something specific during a visit to the tower which ties in with a particular project. The tower, they suggest, is not the place purely for a day out.

School visits, if booked with the Receiver of Fees at least 10 days in advance, are free between September and April, with a 10 per cent reduction for party bookings.

Also available from the DoE are leaflets, slides and postcards of the past, 49 ancient monuments in a series of 12 large cards of highlights of various periods and countries cut out, assemble and colour.

Though relatively simple to complete, they are sufficiently intricate to arouse children's interest and to teach them about the armour and weapons of the time. Excellent value, too, at only 5p each. (Available from some DoE sites or direct from Lafone House, 11 to 13 Leather Market Street, London SE1.)

When only ruins remain of a building of the past, it is often infuriatingly difficult to visualise exactly what it must have looked like in its prime. To overcome this, the department has also published a large colour drawing (50p) of the Palace of Westminster as they were in the sixteenth century.

A selection of some of the world's most glittering prizes will be shown in an exhibition of featured objects and jewels at the Victoria and Albert Museum from June 23.

Carl Fabergé was at work during the last years of the Imperial Russian Court, and his customers included the King of Siam, King Edward VII and Queen Alexandra.

The Queen has lent a great deal of the Sandringham Collection for the exhibition. Other lenders include Prince Charles, Princess Anne and Bing Crosby. Admission will be 50p. Further information from the Victoria and Albert Museum, Brompton Road, London SW7.

Nature reserves in miniature

by Harold W. Appleton

The Ecology of a Tree S/P £3.50, D/F £3.90 plus VAT. Ecology of a Canal S/P £2, D/F £7.40 plus VAT. Conservation of Matter S/P £2 only, £3.50 plus VAT. Educational Productions Ltd.

The Ecology of a Tree is perhaps the most finished and useful production of these three filmstrips. Both the ecology filmstrips were made by G. E. Simmons, who lectured in field studies at a college of education. The film is good, in very natural colour, and it is very easy to see the details the author wishes to emphasize.

He first follows the yearly cycle, using the oak tree as an example. The opening of buds of beech, ash and elm are then shown. The tree as a habitat, as a producer and as a host is illustrated. Finally the life cycle of some consumers and parasites are seen. The booklet is well set out, with explanations of



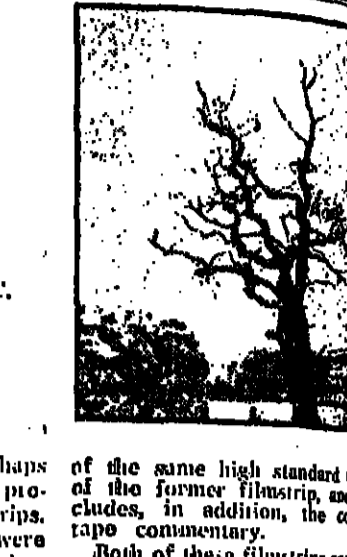
of the same high standard as of the former filmstrip, and includes, in addition, the cassette commentary. Both of these filmstrips are at the eight to thirteen age level but they could well be used at older level and especially for work.

Conservation of Matter is well adapted to filmstrip presentation and would be better presented in film where experiments are shown in full as investigations. Here one is given the results of an experiment, but the benefit of observation, the story of the carbon cycle, references on to farming and ecosystems.

A number of frames are devoted to a way of testing the loss of water using a photolab. This is followed by experiments involving the reaction between acetone and sodium chromate of burning in an amount of oxygen. Hydrolysis of energy, Einstein's famous equation and some alchemy are also included.

Eventually the problems of acid pollution are reached. It would be a pity if this filmstrip were not used in the laboratory, since the ideas of conservation of matter are clearly illustrated and full of information presented in a useful introduction to the subject.

The first chart deals with making the basic equipment, which consists of a frame, mesh, squeegee (for pressing the ink through the screen) and the baseboard. These can all be constructed from relatively cheap materials. The next chart covers the different ways stencils can be cut, which is easy to follow as each section gives a step-by-step account, backed up by diagrams and lists of necessary equipment.

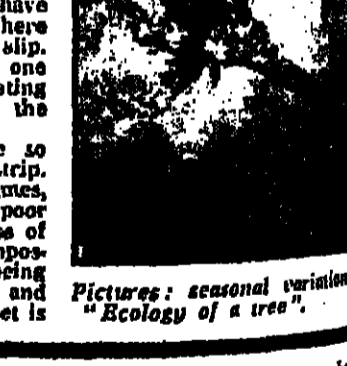


frames, additional suggestions for teachers and a good reference and bibliography section.

Before he had finished the Ecology of a Canal Mr Simmons died and the work was completed by others, using his film material and notes. The tape commentary was done by J. A. Gilghean. The tone is pleasant and friendly. However, the information could well have been expanded a little, and there is at least one important slip.

Three plans are shown in perspective and named without stating whether the names run from the right or the left.

The pictures are not quite so good as in the previous strip, but there are many excellent frames, and some show creatures in poor poses. One frame shows a mass of vegetation in which it is impossible to recognize the species being named. Some form of arrows and numbers are needed. The booklet is



emerged to explain the comparatively low Jamaican attendance in 1976, but when dealing with the relatively small numbers involved the results are likely to vary more in comparison with the other groups.

Another factor investigated was the influence of individual teachers. Six teachers were in the school for all three years, and a comparison of attendances in these six teachers' classes showed that the individual teacher is not an influencing factor. However, it could be that any influence the teacher has is offset by other influences.

Mixed-ability science

Tony Cole Maggie Hannon

Classes of 10 first and second year pupils are taking science. They are of random ability, and are working in friendship groups of two or three. There is one teacher to each class, and one-eighth share of 21 technicians. Pupils make a choice of one topic from six and each group works independently.

To start a topic the group is given a specific task by the teacher and works on from there. They use all available resources, gradually adding new sources of information and assistance as they progress.

At the end of each lesson they hand in an order sheet for next lesson's equipment, and they also keep a "diary", a lesson by lesson record of their science activities. The teacher moves from group to group dispensing help and encouragement, analysing problems, being "used" as another "resource".

Class teaching science to mixed ability groups uncovers problems. A first attempt to deal with these was made. Work on existing topic areas was adapted to class teaching, with the addition of extension work. As questions were posed, some pupils were allowed to "discover" answers by teacher-direction to available resources.

There was a gradual move toward the use of worksheets and cards, to facilitate more independent work. The moon moon audit after a short while. The confidence the children gained prompted them to ask questions which could not be answered by the resources at hand. At the same time, the confidence gained by some teachers, freed from a more "us and them" approach, prompted them to ask: "Why can't the pupils be on completely different topics, and so be placed in a situation which is all their own?"

comfortably at any one time. Even two minds on one problem appear to be at a different stage of learning.

The "multi-topic" approach is used in a sprinkling of classes, with an upper limit in each of six topics, chosen from 16 or so covering the first two years. With 10 to 15 working groups in a class, it is possible to have no more than two groups on any one topic. Equipment and resource needs are, therefore, minimized as it is unnecessary to commingle class sets of anything.



was more overtly teacher-led. Now the approach taken depends on group character and ability.

When the need arises a class lesson is taught, or part of a class may be taught together for a short time. All the topics are practical, and the equipment is made available in the room, usually on trolleys or a developing racking system. Pupils order equipment in advance, and are encouraged to devise their own experiments where applicable and to order apparatus sensibly.

It would be difficult to "prove" that a definite change has resulted. What is certain is that children are being forced to think for themselves, and that this is sometimes a painfully slow exercise.

teacher must become aware of where to direct pupils for these. The result is often a feeling of being pulled apart in myriad ways at once. Within all this the teacher must be able to assess the needs and progress of each individual, to decide the best course of action, and remain undaunted by imperfection in themselves.

The problem of assessment has always been there. There has been a distinct improvement in the children's attitude. Academic attainments are examined by topic tests, but it is more than just core content that requires assessment. We are aware of external pressure for evidence to justify curriculum change, but we are also concerned to show that our pupils are progressing, scientists, developing a questioning outlook.

Assessing qualities we feel are central to scientific method and general development has led us towards producing a profile of each individual. We are calling upon as many professional assessors as we can to help us to make our procedure more valid.

At the same time we are trying to build up a comprehensive and flexible bank of apparatus and paper resources—a bank which covers the maximum of topic areas and can be adapted to the several styles of teaching within the department.

Tony Cole and Maggie Hannon teach science at Wootton Bassett School, Swindon. They would like to hear from anyone who has had the same experience, or would like further information.

Open evenings

Tony Sawford

This information was gathered at the annual parents' evenings at Pear Tree Junior School in Dorby, between 1974 and 1976. The survey aimed to record patterns of attendance, with the emphasis on the parents from the three main ethnic groups within the school.

The results (Table 1) were surprising. For two of the three years the highest percentage attendance was recorded by Jamaican parents, a result which goes against the popular belief that West Indian parents are generally not concerned with their children's education, and are poor attenders at such functions.

The results for the other two major groups were much as expected, with a greater percentage of Europeans than Asians attending, with the attendance for both groups increasing steadily over the three years. In view of the problems encountered by Asians in attending such functions, this is not a surprising result. No reasons

Open evenings

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emerged to explain the comparatively low Jamaican attendance in 1976, but when dealing with the relatively small numbers involved the results are likely to vary more in comparison with the other groups.

The survey also looked at which parent attended; the result places the responsibility with the mother, as table 3 shows.

A breakdown of the data, collected in 1975 and 1976 only, revealed significant differences between ethnic groups: the 16 per cent attendance of both parents was largely a European response. Table 4 shows the numbers attending.

Table 1: Comparison of attendances, by percentage, 1974-1976. Table 2: Comparison of average attendance for remedial classes, average yearly attendance. Table 3: Comparison of persons attending. Table 4: Comparison of attendance of both parents by ethnic grouping.

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cause the parents were at work or because of lack of English in the family. Following up of the parents who didn't attend indicated several things. Most European parents had, apparently, no desire to do so. On the other hand, Asian parents were inhibited by two factors: many were on shifts at the time of the parents' evenings; also, the inability to speak English. In addition, the Asian speaking it, appeared to keep a fairly large number of Asian parents away. Some Jamaican parents also experienced difficulty because of shift work.

One minor part of the survey, conducted in 1976 only, was to see if there was any difference between attendance for boys and for girls. As table 7 shows, there was only a small difference. Perhaps the surprising result was that the Asian girls were marginally better represented than the boys. There seems to be a belief that Asian parents are more concerned with their boys than their girls. The results of the survey cast doubts on this belief.

Network Reviewsheet is a monthly pamphlet containing reviews of all children's fiction published the month in hardback and paperback. The reviews are done exclusively by teachers. Copies are available free to London teachers through the ILEA English Centre; for others they are £1.10 for 12 issues, and obtainable from Jane Powell, Sunningham School, Dartmouth Road, London, SE26.

REVIEWSHEET

The National Association for Film in Education is running a summer school for teachers who want to learn more about film-making, film criticism and the relationship between the two. Course work will be done through film screenings, analyses, and the preparation and presentation of teaching materials. The summer school, which takes place from August 1 to 12, is in Barry, Glamorgan. Brochure and application forms obtainable from The County Further Education Officer, Sunnyside, Bridgend, South Wales, or Keith Kennedy, 13 Kyrle Road, Battersea, London, SW11 (Tel: 01-228 2790).

The education department in Devon has just published Shunting and Growing, a 66-page pamphlet on the growth, aims and present activities of the county's community colleges. Copies 40p post free from the Chief Education Officer (BR), County Hall, Exeter, Devon EX2 4QG. Cheques to be made payable to Devon County Council.

A diploma course in children's literature, which seeks to implement many of the recommendations of the Bullock Report, is being run by Ethel Worsfold College of Education in Liverpool. Students are able to conduct research into children's reading habits and tastes; practical sessions include a micro-teaching approach to story reading. Other aspects of the course include multi-cultural literature, readability, poetry teaching, and integrating children's literature with the rest of the curriculum. Details from the academic secretary at the college, Mount Pleasant, Liverpool L3 5RN (Telephone: 051-709 6342).

A taste of the outdoors

Tony Heath visits an outdoor education centre in Snowdonia which serves the needs of Birmingham's teachers and pupils

In recent years there has been an upsurge of interest in outdoor education and recreational pursuits carried on away from the school itself. Increasing numbers of organized school parties have been taking to the countryside—some to study geography, geology, botany and the environment as first hand, others to go mountain walking, rock climbing, camping and canoeing.

A knowledge of rope tying may seem elementary, even boy scoutish. But its value was dramatically illustrated in Snowdonia recently in an incident, unconnected with any I.E.A. centre, when 14 young Americans, the sons and daughters of USA servicemen in Britain, and their three supervising adults, took a wrong turning 3,000 feet up a dusk-fell. Sensibly, they roped themselves together and sat tight on the steep slope until help reached them in the morning.

Crossing rivers, by rope or simply by wading using a branch as a third leg, offers participants in the MLC introductory course scope for more than just getting wet. The Birmingham 16 who spent a couple of hours fording and retarding one of North Wales's many torrents had first learned how to recognize a safe crossing point. Why, one asked, was it necessary to cross at all? Surely one would avoid streams in spots? But the unpredictable mountain weather can turn a placid bubble, easily crossed on the outward journey, into a raging caudron a few hours later.

Malcolm Holmes, a member of Birmingham's inspectorate specializing in physical education, was this year taking the MLC introductory course himself. He helps administer the Birmingham end of Ogwen's programme, arranging pre-course meetings in the city and raising with David Jones at the centre, "Outdoor education is a positive benefit for city children, many of whom may never know the real countryside but places like Ogwen Cottage", he believes, "may there generate among teachers."

Steve Ambloy, who teaches biology at King's Norton secondary school, confesses, "I've just finished his well-earned rest and returns to Birmingham to carry out his work with help from those taking part in the Duke of Edinburgh's Scheme."

For Dave Longmore, a geography teacher at Pery Borechis secondary school, the MLC is a familiar with the mountains a stretch of case on the vertical face down a 100ft cliff face—in a mock rock.

Kelth Bedford, who teaches mathematics at Brandwood secondary school, sums up the initial course thus: "I feel much more confident to take children on expeditions on Mountain walks and camps; we pool our ideas to my activities as a co-ordinator."

One of the three women on the course, May Morgan, sees the "really colorful stretching herself". Struggling up steep slopes and camping overnight and working on a project in teaching mathematics at the city's King Edward's girls' school, who this year she added running the Duke of Edinburgh Award Scheme to her other responsibilities.

For much of the year Ogwen Cottage ran 12 day mountain craft courses for Birmingham boys and girls. In a year, about 500 pupils will spend some time there. The course covers a variety of subjects from local geography to rock climbing, and many participants return later in their school careers to a seven-day extension course. Add to this MLC courses and the centre is opening up a high level—something around 45 or 50 weeks a year.

David Jones, the warden, and his four staff—Neil Collier, K. C. Gordon, Bob Greenall and Ian Leslie—are all qualified mountaineering instructors. Their enthusiasm and enthusiasm communications are to both children and young teachers alike. For themselves, in their Ogwen Cottage in 1964 it made an investment in education which is paying dividends it could have hardly foreseen. It must be gratifying for a teacher to see a comparative modest outlay of time and money yielding a return in the form of his children and helping to help achieve their objectives.

L.E.A. outdoor education centres, almost by definition, tend to be located in areas such as the Lake and Peak districts, Wales and the West Country, all of which are in effect vast natural classrooms. A number of such centres, like Birmingham's Ogwen Cottage in the heart of Snowdonia, have been in operation for 10 or more years.

Ogwen, 150 miles outside Birmingham's city limits, runs courses in mountain craft for boys and girls over 14, plus courses for teachers and youth leaders who seek to gain the Mountain Leadership Certificate (MLC), the recognized evidence of technical competence for leading groups of young people in the mountains during summer.

The MLC was introduced in 1964 when the Mountain Leadership Training Board (MLTB) was set up by the Inverrunner of the Sports Council, the Council for Physical Recreation. At that time large numbers of school parties—some rather haphazardly supervised—began appearing in Britain's mountains. It was the sort of the era of the mini-bus. It was also the era of mountain accidents on a worrying scale. David Jones, warden of Ogwen Cottage, recalls: "I was frequently called out to take part in mountain rescues. Today teachers and parents appreciate that those looking after parties of youngsters must be competent."

A large L.E.A. like Birmingham, with more than 200,000 pupils in about 500 schools, can organize outdoor education which has a special significance for city children. Merely to live for a week or two among the spectacular terrain of North Wales can be valuable.

The Birmingham teachers who recently spent seven days fording flooded rivers, scrambling up Snowdon's majestic shoulders, pitching tents in remote camp sites, and trekking through the mountains, returned to the classroom more confident, as well as appreciably fitter.

Map and compass work, route planning, procedures for traversing different sorts of ground, and the selection of equipment like mares, wind and waterproofs and boots, formed a basic part of the programme. Tents, stoves, sleeping bags and rucksacks were given a "Which? scrutiny. Inspection in camp, shorthand for setting up a tented camp.



ably, however, only the Sports Council and the national centres are affected by this criterion, and even they only at specific periods. The concern of the National Association for Outdoor Education—comprising advisers, lecturers, wardens, and staff of outdoor-pupil centres, as well as teachers—is more likely to be with the broadening of the base from which the centres of excellence may ultimately recruit. In centres which accept this as their objective, it may be possible to introduce rationalization which will yield economy. Centres which draw their pupils almost exclusively from I.E.A. schools may gain positive advantage from a review of staffing policy.

If the results of the Jubilee Trust initiative are as significant as they appear to be, remedial accommodation in its fullest sense should be dependent upon the involvement of day visual staff for their pupils with their own pupils. This would realistically consider the establishment of a greater number of centres of excellence, may be that there is greater value in making for permanent staffs of residential expertise, a resource of technical expertise deployable over the whole year, and not piecemeal as required by short-term need accompanying their own pupils, students or club members.

Centres of excellence? Jim Hogan

In centres for outdoor activities there is almost always conflict, between specialist and general requirements. If one is considering centres of excellence for potential Olympic candidates, there is a case for employing highly skilled specialists. Presum-

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Nursery Education

CHESHIRE
HUNTINGDON AHA
WHEATFIELD INFANT SCHOOL
Applications are invited for the post of Head of this infant school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Wheatfield Infant School, Huntingdon, Cambs. Closing date 1st July 1977.

CLWYD
COUNTY COUNCIL
LLEWISIAN CONTROLLED SCHOOL
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Llewisian Controlled School, Clwyd. Closing date 1st July 1977.

DEVON
SOUTH DEVON AHA
MOUNTAIN VIEW INFANT SCHOOL
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Mountain View Infant School, Devon. Closing date 1st July 1977.

HAMPSHIRE
HANTS COUNTY COUNCIL
BROOKLYN INFANT SCHOOL
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Brooklyn Infant School, Hampshire. Closing date 1st July 1977.

CORNWALL
EDUCATION COMMITTEE
ST. MICHAEL'S INFANT SCHOOL
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, St. Michael's Infant School, Cornwall. Closing date 1st July 1977.

CUMBRIA
EDUCATION COMMITTEE
SOUTH CUMBRIA INFANT SCHOOL
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, South Cumbria Infant School, Cumbria. Closing date 1st July 1977.

KENT
COUNTY COUNCIL
APPOINTMENT OF HEAD TEACHER
THANET DIVISION
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Thanet Division, Kent. Closing date 1st July 1977.

DORSET
EDUCATION COMMITTEE
CONTROLLED PRIMARY SCHOOL
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Controlled Primary School, Dorset. Closing date 1st July 1977.

TUNBRIDGE WELLS
DIVISION
APPOINTMENT OF HEAD
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Tunbridge Wells Division, Kent. Closing date 1st July 1977.

LEA
INNER LONDON EDUCATION AUTHORITY
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Inner London Education Authority. Closing date 1st July 1977.

Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines). Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £7.20).

A charge of 50p is made for Box Number facilities. Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to: The Advertisement Manager, The Times Educational Supplement, News Building House Square, Gray's Inn Road, London WC1X 8EZ.

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LIVERPOOL

Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Liverpool. Closing date 1st July 1977.

DUDEY
(Metropolitan Borough)
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Dudley. Closing date 1st July 1977.

BROMLEY
BROMLEY LIBERT SCHOOL
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Bromley. Closing date 1st July 1977.

ST. MALACHY'S R.C. JUNIOR SCHOOL
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, St. Malachy's R.C. Junior School. Closing date 1st July 1977.

ROTHERHAM
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
HEAD TEACHER, GROUP 7
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Rotherham. Closing date 1st July 1977.

BERKSHIRE
BERKSHIRE COUNTY FIRST SCHOOL
Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Berkshire. Closing date 1st July 1977.

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Applications are invited for the post of Head of this school. The successful candidate will be responsible for the school's general management and will be expected to work with the staff to improve the school's performance. Applications should be sent to the Headmaster, Inner London Education Authority. Closing date 1st July 1977.

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Senior Primary Posts

The London Borough of Redbridge is a pleasant residential area in North East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and reestablishment expenses where appropriate. Outer London Allowance payable. Applications are invited from suitably qualified and experienced teachers for the following posts which will be vacant from January, 1978.

Headships

William Torbitt Junior School. No. on Roll 380. Group 6. South Park Infants' School. No. on Roll 270. Group 5.

Advisory Teacher

An advisory teacher for Primary Education. A casual or user's allowance is available. Scale 3 post available for a suitable candidate. Application forms available from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Office, 255-258, High Road, Ilford, Essex IG1 1NN. Completed application forms should be returned by Tuesday, July 5, 1977.



Headship

Applications are invited from suitably qualified teachers for the headship of a new nursery school to form part of the Westway Nursery Centre, which it is hoped will open in January, 1978. The Centre also contains day care facilities and a parents' drop-in centre which will be run by the Westway Nursery Association. The Nursery School element will provide accommodation for 60 full-time pupils. The head of the school will be a member of the I.E.A.'s permanent teaching staff and will be part of the Centre's senior management team, which will be comprised also of the Nursery Officer-in-Charge of the Day Nursery and the Co-ordinator/Director of the Parents' Centre. It is hoped to make an appointment early in the autumn term to enable the successful candidate to take up the post by January 1, 1978. Birmingham Group 2, salary £4,311-£4,835, plus £501 supplement, plus £402 London Allowance.

New Nursery School in the Westway Nursery Centre

Maxilla Gardens, W.10

Headship

Applications are invited from suitably qualified teachers for the headship of a new nursery school to form part of the Westway Nursery Centre, which it is hoped will open in January, 1978. The Centre also contains day care facilities and a parents' drop-in centre which will be run by the Westway Nursery Association. The Nursery School element will provide accommodation for 60 full-time pupils. The head of the school will be a member of the I.E.A.'s permanent teaching staff and will be part of the Centre's senior management team, which will be comprised also of the Nursery Officer-in-Charge of the Day Nursery and the Co-ordinator/Director of the Parents' Centre. It is hoped to make an appointment early in the autumn term to enable the successful candidate to take up the post by January 1, 1978. Birmingham Group 2, salary £4,311-£4,835, plus £501 supplement, plus £402 London Allowance.

Application forms and further details available from the Education Officer, 201/210, County Hall, London, S.E.1. Closing date for return of completed application forms, July 8.

Centres of excellence?

Jim Hogan

In centres for outdoor activities there is almost always conflict, between specialist and general requirements. If one is considering centres of excellence for potential Olympic candidates, there is a case for employing highly skilled specialists. Presum-

For teaching posts in Inner London

See pages 56-57

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Application forms and further details available from the Education Officer, 201/210, County Hall, London, S.E.1. Closing date for return of completed application forms, July 8.

PRIMARY EDUCATION COMMITTEE DEPUTY HEADSHIPS continued

BRENT (London Borough of) JUNIOR MIXED AND INFANTS' SCHOOL

Headship (Scale 2) Required for September 1977 or as soon as possible

Applications are invited from suitably qualified and experienced teachers

Applications should be sent to the Director of Education, Town Hall, Stockport

Applications should be sent to the Director of Education, Town Hall, Stockport

METROPOLITAN BOROUGH OF STOCKPORT PRIMARY

Required for January, 1978, or earlier if possible: Brindale Primary School, Brindale Road, Brinnington

DEPUTY HEADTEACHER (Ref. 508/TES) Group 5 + S.P.S. Allowance.

Mellor Primary School, Church Road, Mellor

DEPUTY HEADTEACHER (Ref. 507/TES) Group 4.

All Saints C.E. (Controlled) Primary School, Brinkley Road, Mapple

DEPUTY HEADTEACHER (Ref. 509/TES) Group 4.

Applications for the above posts from suitably qualified and experienced teachers.

Educational Appointments

EDUCATION COMMITTEE Required for January: Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 11th July, 1977 (a.s.e. please).

Lawrence Briggs Infant School Lindhurst Road, Athersley, Barnsley Headteacher—Group 4.

Springwood School Cariton Road, Barnsley Headteacher—Group 6(S) of this ESN (M) school with 120 pupils.

Wiltorpe Junior School Greenot Lane, Barnsley Headteacher—Group 6

Wombwell Highfields Junior School Newsome Avenue, Wombwell, Barnsley Headteacher—Group 5

Member of Permanent Supply Staff (Scale 2, or 3) To work mainly in the area of English and General Studies in the Authority's Secondary Schools.

Required for January: (Apply by letter to the Headteacher giving full curriculum vitae and two referees)

Oaks School (11-16 comprehensive) Cypress Road, Kendray, Barnsley Headteacher: F. Parkitt

1. HEAD OF SCIENCE (Scale 3) with a particular interest in Chemistry.

2. TEACHER OF ENGLISH (Scale 2).

3. HEAD OF GEOGRAPHY (Scale 2).

DERBYSHIRE EDUCATION COMMITTEE LINTON PRIMARY SCHOOL

Headship (Scale 2) Required for September 1977 or as soon as possible

Applications are invited from suitably qualified and experienced teachers

Applications should be sent to the Director of Education, 4th Floor, Derby City Hall

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SANDWELL METROPOLITAN COUNCIL BROWNIE INFANTS' SCHOOL

Headship (Scale 2) Required for January, 1978, or as soon as possible

Applications are invited from suitably qualified and experienced teachers

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PRIMARY Scale 2 Posts continued

NORFOLK COUNTY COUNCIL EDUCATION DEPARTMENT CENTRAL AREA

Headship (Scale 2) Required for September 1977, or as soon as possible

Applications are invited from suitably qualified and experienced teachers

Applications should be sent to the Director of Education, 4th Floor, Derby City Hall

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Scale 1 Posts

BARKING (London Borough of) JUNIOR MIXED AND INFANTS' SCHOOL

Headship (Scale 1) Required for September 1977, or as soon as possible

Applications are invited from suitably qualified and experienced teachers

Applications should be sent to the Director of Education, 4th Floor, Derby City Hall

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Scale 1 Posts continued

BARKING (London Borough of) JUNIOR MIXED AND INFANTS' SCHOOL

Headship (Scale 1) Required for September 1977, or as soon as possible

Applications are invited from suitably qualified and experienced teachers

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Castle Point & Rochford Area Raweth C. of E. Primary School Raweth, Wickford (Roll 60) Group 2 HEAD For this Junior Mixed and Infants' School with effect from January 1, 1978 (Re-advertisement) North West Essex Area St. Andrew's C. of E. (Controlled) Junior School Church Road, Hatfield Peverel, Chelmsford (Roll 21), Group B HEAD For the Junior School with effect from January 1, 1978. Previous applicants need not reapply as their applications will receive consideration. Closing date for these posts: July 15, 1977. Application forms and further details may be obtained from the County Education Officer, PO Box 47, Market Road, Chelmsford.

County of Cleveland PRIMARY SCHOOL SCALE 2 POST Junction Farm Primary School, Butterfield Drive, Eaglescliffe, Stockton, Cleveland. Required for January 1978, or as soon as possible, a suitably qualified and experienced teacher to be responsible for Music throughout the school. Financial assistance with household removal expenses is available in approved cases. Applications may be made by letter or on an application form obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees. Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

Wecald Middle School Robin Hood Drive, Harrow Weald, Middx. 01-954 2733 Applications are invited for the HEADSHIP of this Group 8 Middle School (8-12 year olds) for appointment from January, 1978. Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £500 towards Legal and Estate Agent fees may be payable. Application forms from and to be returned to the head of the School by 4th July, 1977. (Please enclose stamped addressed envelope)

BARNSELY Metropolitan Borough

Harrow Education

MIDDLE continued
By Subject Classification
Art and Design
Other Posts on Scale 2 and above

REDFORDSHIRE EDUCATION SERVICE
NORTHERN AREA
WORTHINGTON MIDDLE SCHOOL
Headmaster: Mr. A. H. Roberts

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Headmaster: Mr. A. H. Roberts

Nottinghamshire County Council
Appointment of Headteacher
Big Wood (New) Comprehensive School, Top Valley, Nottingham

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DORSET WESTHAM COUNTY SECONDARY SCHOOL, WEYMOUTH (1130—Mixed)
Required from January 1978
HEADTEACHER (Group II)
Assistance with removal and incidental expenses.

CAMBRIDGESHIRE Impington Village College
The Post of Warden
of this Village College becomes vacant on 1st January, 1978 on the retirement of the present Warden.

EAST SUSSEX UCKFIELD SCHOOL
Required for January, 1978 — HEAD
for this Group 10 Mixed Comprehensive School for pupils aged 11-18.

HAMPSHIRE ALTON COLLEGE, Altonham Road, Alton
Principal/Designate
required 10th April, 1978.

Religious Education

Scale 1 Posts
HERRFORD AND WORCESTER COUNTY COUNCIL
EDUCATION DEPARTMENT

Science

Other Posts on Scale 2 and above
MERTON
London Borough of

Technical Studies

BRADFORD (City of)
MULLEN MIDDLE SCHOOL
Headmaster: Mr. A. H. Roberts

Physical Education

Other Posts on Scale 2 and above
HAST SUSSEX COUNTY COUNCIL
EDUCATION DEPARTMENT

Other than by Subject Classification

Scale 1 Posts
BARKING
London Borough of

REDFORDSHIRE EDUCATION SERVICE

NORTHERN AREA
ALANBY MIDDLE SCHOOL
Headmaster: Mr. A. H. Roberts

Secondary Education

Headships
LIVERPOOL
REDFORDSHIRE EDUCATION SERVICE
NORTHERN AREA

Deputy Headships/Senior Masters/Mistresses

BARNET
London Borough of
HILL JUNIOR HIGH SCHOOL

ESSEX

THE BOWWELL SCHOOL
London Borough of

WILTSHIRE

HARDENHURST SCHOOL
London Borough of

Scale 1 Posts

BISHOPSLAT SCHOOL
Royal Lane, Hillingdon, Uxbridge, Middlesex UB8 3BP

DEPUTY HEAD TEACHER

at this existing Grammar School due to be reorganised as a Comprehensive (Group XI) in September, 1977, at which time the School will admit its first all-ability intake.

REDFORDSHIRE EDUCATION SERVICE

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ALANBY MIDDLE SCHOOL
Headmaster: Mr. A. H. Roberts

SECONDARY English continued

Scale 1 Posts

BARNEY London Borough of Barnet... English... continued

BARNET London Borough of Barnet... English... continued

BARNET London Borough of Barnet... English... continued

BARNET London Borough of Barnet... English... continued

BUCKINGHAMSHIRE... English... continued

BUCKINGHAMSHIRE... English... continued

BUCKINGHAMSHIRE... English... continued

CROYDON... English... continued

CROYDON... English... continued

CROYDON... English... continued

CROYDON... English... continued

BRENTWOOD COUNTY HIGH SCHOOL... English... continued

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BRENTWOOD COUNTY HIGH SCHOOL... English... continued

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HUMBERSIDE... English... continued

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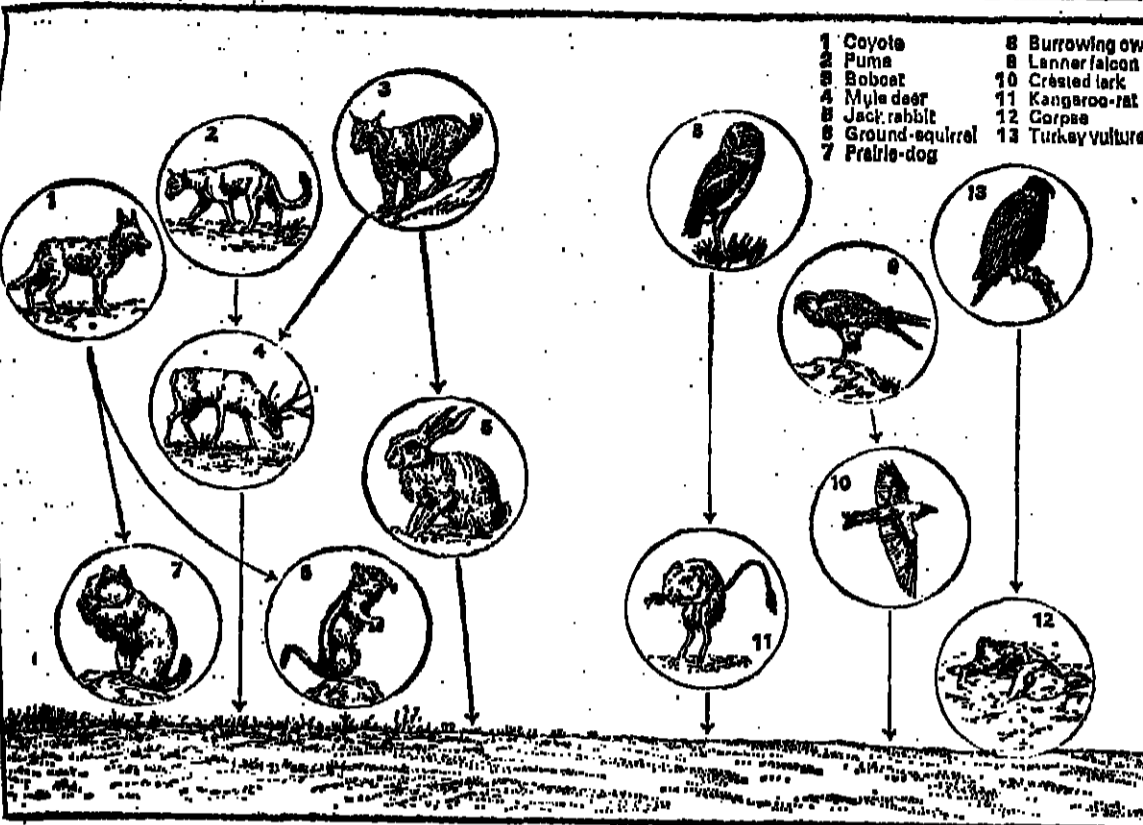
KENT... English... continued

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KENT... English... continued

EXTRA SECONDARY BOOKS: SCIENCE



This example of a food-chain in the North American desert showing how carnivorous mammals and birds feed on herbivores...

Environmental expressions

only too well founded. There is greater need for a full, explanatory preface which draws more carefully the scope of the dictionary and tries to define more clearly an organized approach.

Guwent County Council logo and name

EDUCATION DEPARTMENT REQUIRED FOR 1st SEPTEMBER, 1977 Applications are invited from qualified teachers for the following vacancies:

DEVON BISHOPSTON COUNTY SECONDARY SCHOOL... Applications are invited from suitably qualified persons for the post of English Teacher.

CITY OF COVENTRY Assistant Autumn Term Required Teachers at Cluden Castle Boys' Comprehensive School

Balancing Nature

Introduction to Ecology. By R. Dales, translated by A. South. Hodder and Stoughton £7.50, 340 pp.

Earth-bound

Forces of Nature. Edited by Sir Vivian Fuchs. Thames and Hudson, £9.50, 500 pp.

Structured Questions in Chemistry

C. Nicholls, F. O. Harriss, P. M. Ingram. More than 60 structured questions, grouped by topics, designed to meet the requirements of pupils preparing for O-level and C.S.E. examinations.

Focus on Physics

Second Edition. Sylvia Chaplin and H. J. P. Kelghley. A new and fully revised edition of this highly successful course for C.S.E. students.

Focus on Biology

C. D. Gould. An illustrated course for C.S.E. or O-level students. The integral practical work, which is an important feature of the book, requires only simple and readily available materials.

NELSON SCIENCE

FOUNDATION CHEMISTRY
Bob McDuell

A very simple chemistry course for CSE. The text is kept to a minimum with a great deal of factual information presented by means of tables and illustrations.

To encourage the student who finds difficulty with chemical calculations and the more abstract aspects of the subject, all calculations have been moved to the appendix.

The importance of chemistry in industry and its relevance to everyday life is emphasized with photographs and text references in every chapter.

Each chapter ends with questions which can be used as discussion points or as homework exercises.
017 4383010 £1.95

NELSON SCIENCE 11-13
John Summerfield

A combined science course for ages 11-13 particularly well suited to mixed ability groups. The material, combining physics, biology and chemistry, is full of ideas, experiments and background information.

Science 11-13 is presented in the form of Pupils' Books, spirit-master worksheets and a Teacher's Guide.

Stage One Pupils' Book 017 4383118 £1.10
Stage One Worksheets 017 4383128 £7.00

To be published in the Autumn:
Stage Two Pupils' Book 017 4383134 about £1.35
Stage Two Worksheets 017 4383142 about £7.00
Teacher's Book 017 4383150 about £1.25



Illustration from Science 11-13

Further information & inspection copies

Full details of these books and all Nelson Secondary Science material is given in the 1977 Nelson Science catalogue. Please tick below if you would like to be sent a copy of this or inspection copies of the books.

Please send me the following:
[] Secondary Science catalogue
[] 4383010 Foundation Chemistry
[] 4383118 Science 11-13 Stage One Pupils' Book

Name:
School:
Address:

Nelson

The sub-atomic world

Frank Anstis

Light and Life. By Antony McB Collier. £1.20. 08 098 74.
What is Energy. By A. W. Wilson. £1.10. Whetton. 19849 X
From Quarks to Quasars. By Edward Thomas. Athlone Press £3.95. 495 12024 0

Recent changes in the content of A level physics courses have been accompanied by equally significant changes in the style of examination questions...

These changes, which make the sixth form course more interesting and satisfying, also make it more exciting. It is fortunate that a new generation of textbooks of impressively high standard is now being further reinforced by several series of background books which extend both the depth and the scope of study in selected topics.

The new series 'Selected Topics in Physics' from Whetton serves as a paradigm of such background material. Firmly rooted in topics directly related to the sixth form curriculum, they nevertheless extend their accounts beyond the customary limits.

From Quarks to Quasars is of interest to the general reader as well as to the undergraduate and sixth form physicist. It is a remarkable book which sets out to provide a completely non-mathematical

description of modern physics... success in a task which he himself admits is almost impossible.

Beginning with the electron the nucleus the author introduces the wide range of elementary particles which have been discovered or postulated during investigation of the complex sub-atomic world...

Dr Wilson's What is Energy is another excellent background reader with chapters devoted to such topics as 'The Physics of Energy', 'Chemical Energy and Life', 'Thermodynamics and the Universe' and 'Energy in Society'.

The style of both these books, as well as the careful selection of material, helps to ensure that they will stimulate the reader and provide a wider appreciation of physics in the world around us.

Navigable Black Holes?

Patrick Moore on astronomy books for the library

The Structure of the Universe. By Jayant Narlikar. Oxford University Press £4.25. 19 2176536. £1.95. 19289082 4.

Space and Time in the Modern Universe. By P. C. W. Davies. Cambridge University Press £6.50. 521 21445 9. £2.95. 521 29151 8.

The Iron Sky. By Adrian Berry. Jonathan Cape £3.95. 224 01357 2.

All these three books deal with scientific topics which are very much in the news, although the first two are quite different from the last.

Jayant Narlikar, now carrying out his astrophysical research from Bombay, is probably best known for his theoretical work in conjunction with Sir Fred Hoyle, but The Structure of the Universe is aimed chiefly at the reader with limited knowledge.

There is much to be said in favour of this method, even though it does tend to break up the smooth reading of the main text; the main objection in this particular case is that the book is so long...

Space and Time in the Modern Universe is shorter, contains no photographs and is much more expeditious, but is excellently written. The subjects dealt with are necessarily abstract, and nothing can make them really easy to understand from the layman's point of view.

for instance the distance of the Andromeda Galaxy is 2.2 million light-years, not 11.)

Both these books are written by eminent scientists who have themselves undertaken much original research and have made major contributions to science. By contrast The Iron Sky comes from the pen of a science journalist who is by no means afraid to speculate.

The first part of Adrian Berry's book consists of a general account of modern ideas about Black Holes. It is extremely lucid, and may be recommended as a first-class introduction to the subject.

Many sections (e.g. on the environment) have been updated since the original publication. This would be a most useful book to have at hand in schools, and would be particularly valuable for new teachers entering the profession.



This lugger is one of the sketches and water colours which decorate a new edition of Joseph's Naturalist's Sketchbook...

Asking questions

Fay Humphreys on testers

Science Testers. By Mike Lyth. Energy and Man: Materials and Man: Biology of Man: An Item Writer's Handbook: Man and Environment. Har-Davis Educational £1.35 each.

This collection of four books of coded-answer type questions aimed at pupils in the 13 to 16 age group following integrated/combined science courses is influenced with regard to philosophy and subject material by the Nuffield Secondary Science Project.

Accompanying the four books is an item writer's handbook which sets out very clearly a plan of action for writing good, meaningful objective items.

On the whole, though, these will be of great value to anyone involved with integrated science courses both south of the border and in Scotland where many of these items could well enliven parts of the Scottish Integrated Science Course.

Social arithmetic

Joyce Linfoot

A World of Mathematics: Maths on Target 2. By G. Marshall. Wilson £2.00 (Teacher's book). £1.30 (Pupil's book).

Like the earlier volume (reviewed in TES on April 11, 1975) Book 2 of this series is concerned with 'Social Arithmetic'.

The topics have been chosen with an eye to 15 and 16 year olds about to leave school and ready, it is hoped, to learn about the calculations they will need to understand to run their own financial affairs.

Opinions will differ on the desirability of including a section on football pools. The author suggests that "acquaintance with the mathematical aspects of gambling should promote understanding of the subjects".

Maths methods

F. W. Kellaway

Developments in Mathematics Teaching. By F. M. Watson. Open Books £1.75. 7291 0060 4.

A recapitulation of what is going on in the ferment of mathematics teaching could well remove some confusion. When it is presented by a writer of Mr Watson's experience and authority, it could also have a significant impact on future changes.

For further changes there will undoubtedly be. There have been too many gallops (Mr Watson reviews the most important, critically but sympathetically). Traditional curricula and methods have been stigmatised as old-fashioned and out-of-touch with the needs of modern teachers, but few have queried whether to be old-fashioned is necessary or whether education is only acceptable if it is useful.

Oxford complete

The Oxford Comprehensive Mathematics series has already been commended at length in these pages. It is now completed by Book 5 for both the CCE and CSE courses (each £1.75) and the corresponding Teacher's Books (each £3.50).

OXFORD educational Everything, Everywhere, Everyone

A modern course in integrated science for 11-14 year olds Bill Buckle, Robin Sinton and Les Young

Everything, Everywhere, Everyone is a new integrated science course designed to make science an interesting and relevant experience. The clear, simple language, and the stimulating approach make these books not merely reference tools, but books to read, to use constantly, and above all, to enjoy.

The children discover and explore the principles and facts by following a series of structured activities. They can then fully understand the relevance of the background information and stories - the causes of lightning, the effects of pollution - which bring these scientific principles to life.

The concise, practical Teacher's Book gives detailed advice on the presentation and organization of the course.

- Pupils' Book 1 £1.95
Pupils' Book 2 about £1.95 Forthcoming late 1977
Each 192 pages, illustrated in two colours
Teacher's Book about £2.50 Forthcoming late 1977 192 pages

Biology: A modern introduction

The most modern, comprehensive and attractive book on the market for 'O' level B. S. Beckett

Biology: A modern introduction is already proving a highly popular book for 'O' level biology. It covers most modern syllabuses. The chapters are arranged by topics, and plant and animal biology are discussed together to emphasize common concepts and principles.

320 pages, illustrated £2.50

Illustrated Biology

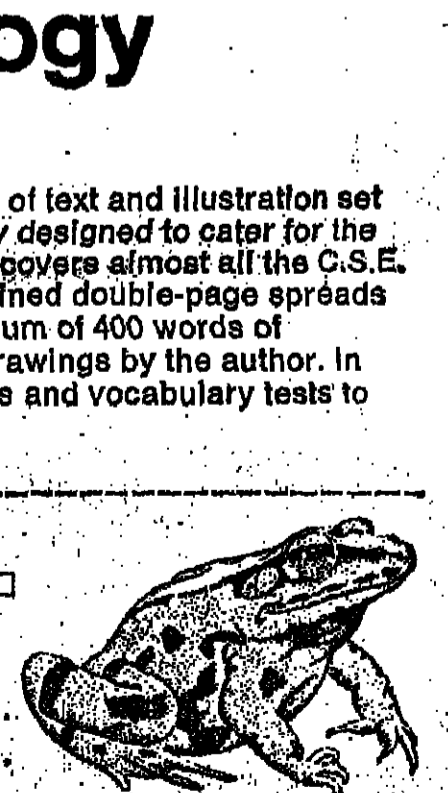
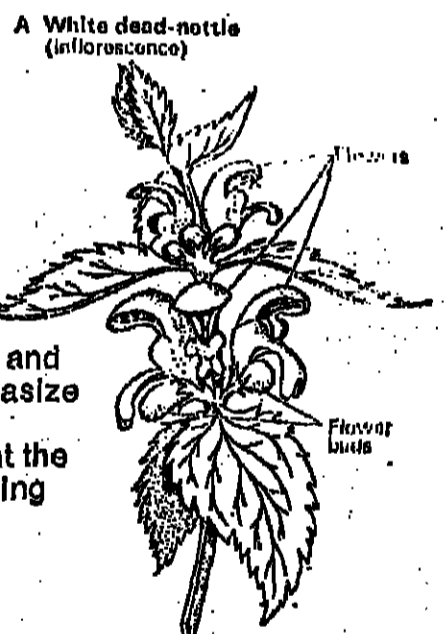
Forthcoming late 1977, a new book for C.S.E. B. S. Beckett

Illustrated Biology maintains the high standard of text and illustration set by Biology; A modern introduction. Specifically designed to cater for the needs of the C.S.E. student, Illustrated Biology covers almost all the C.S.E. syllabus. The book is structured in self-contained double-page spreads covering one topic. Each unit contains a maximum of 400 words of explanatory text, with realistic and simplified drawings by the author.

224 pages, illustrated £2.50

Please send me an inspection copy of:
Everything, Everywhere, Everyone
Pupils' Book 1 [] Pupils' Book 2 [] Teacher's Book []
Biology: A Modern Introduction []
Illustrated Biology []
Name:
Address:

Oxford University Press, Education Department (EBL), Walton Street, Oxford OX2 6DP (TES 24.6)



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CUBERIA EDUCATION COMMITTEE ... DEVON (Metropolitan Borough of) ...

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Walsall Metropolitan Borough Education Committee

Required for September, 1977, teachers for the following posts:—

- Aldridge School ... Manor Farm Comprehensive School ... Queen Mary's Grammar School ... T. P. Riley Comprehensive School ...

SECONDARY Science continued

BUCKINGHAMSHIRE... WATFORD DIVISION... WATFORD HIGH SCHOOL... Applications for September 1977...

NOTTINGHAMSHIRE... COUNTY COUNCIL... Applications for September 1977...

AVON COUNTY... BARNSTAPLE... Applications for September 1977... Scale 1 Posts...

Scale 1 Posts

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BARKING... COUNTY COUNCIL... Applications for September 1977...

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SURREY COUNTY COUNCIL logo and name

FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY. General relocation expenses in approved cases...

DEPUTY HEADSHIP

CARDINAL NEWMAN R.C. (AIDED) MIDDLE SCHOOL, Arch Road, Hereham, Watton-on-Thames. Deputy Head Teacher required September 1977...

POSTS OF RESPONSIBILITY

NORTH WESTERN AREA (Including Woking, Camberley, Chertsey, Egham). Area Education Officer, 'Limore', 9 Heathside Road, Woking (Tel. Woking 4811).

SCALE 1 POSTS

NORTHERN AREA (Including Stanwell, Slaines, Weybridge, Esher, Cobham). Area Education Officer, 7 Monument Hill, Weybridge (Tel. Weybridge 62811).

EFFINGHAM, HOWARD OF EFFINGHAM SCHOOL

PHYSICS teacher to take subject to C.S.E. and 'O' level. Possibility of 'A' level work. Scale 2 for suitable candidate.

FRIMLEY, TOMLINSCOTE SCHOOL

BOYS' P.E. teacher required. Interest in Rugby Football and Basketball an advantage.

HERSHAM, RYDENS SCHOOL

DESIGN/CRAFT teacher required. MATHEMATICS teacher required. S.M.P. courses followed throughout the school to 'A' level.

MILFORD, RODBOROUGH COUNTY SECONDARY

BOYS' P.E. and GAMES teacher required. Telephone: Godalming 28182.

NEW HAW, FULBROOK COUNTY SECONDARY

GERMAN teacher required, preferably with FRENCH as a second language. 'A' level work available in 1978.

REDHILL, ST. BEDE'S SCHOOL (C. of E./R.C.)

PHYSICS teacher for one form only. This post is temporary and could be filled by a First Appointment.

SHEPPERTON, THAMESMEAD COUNTY SECONDARY

MUSIC, DRAMA AND RELIGIOUS INSTRUCTION teacher required. Telephone: Watton-on-Thames 27078.

STAINES, MAGNA CARTA COUNTY SECONDARY

MATHEMATICS (Traditional) teacher required to take subject to 'O' level. Telephone: Staines 55487.

THE STANWELL SCHOOL

HOME ECONOMICS teacher required to teach to C.S.E. and 'O' level.

SUNBURY COUNTY SECONDARY

REMEDIAL teacher required. Ability to offer MATHEMATICS, SCIENCE or FRENCH an advantage.

WARRINGHAM COUNTY SECONDARY

ENGLISH teacher for Autumn Term only. This post is temporary and could be filled by a First Appointment.

WEST MOLESLEY, BISHOP FOX SCHOOL

SCIENCE teacher required to teach GENERAL SCIENCE to years 1 and 2 with C.S.E. PHYSICS and 'O' level and C.S.E. BIOLOGY.

WOKING, ST. JOHN THE BAPTIST R.C. COMPREHENSIVE

GERMAN with some FRENCH teacher required. Ability to teach GERMAN in Sixth Form essential.

SIXTH FORM COLLEGES

WOKING SIXTH FORM COLLEGE. Teacher for PHYSICS with a little CHEMISTRY required for this new purpose-built Sixth Form College.

WOKING SIXTH FORM COLLEGE

Teacher for PHYSICS with a little CHEMISTRY required for this new purpose-built Sixth Form College.

WOKING SIXTH FORM COLLEGE

Teacher for PHYSICS with a little CHEMISTRY required for this new purpose-built Sixth Form College.

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WOKING SIXTH FORM COLLEGE

Teacher for PHYSICS with a little CHEMISTRY required for this new purpose-built Sixth Form College.

WOKING SIXTH FORM COLLEGE

Teacher for PHYSICS with a little CHEMISTRY required for this new purpose-built Sixth Form College.

SECONDARY Science continued

DEBBYSHIRE... COUNTY COUNCIL... Applications for September 1977... Scale 1 Posts...

LEICESTERSHIRE... COUNTY COUNCIL... Applications for September 1977...

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Royal County of BERKSHIRE logo and name

Unless otherwise stated: Closing date 11 July 1977, starting date 1 September 1977. For Secondary posts only apply to the Head Teacher with details, naming two referees...

Primary Schools

HEAD TEACHER ST SEABARTON'S C.E. (AIDED) SCHOOL, Nine Mile Ride, Wokingham. For January for this Group 2...

DEPUTY HEAD

PANBOURNE COUNTY INFANT SCHOOL, Panbourn, Wokingham. For January for this Group 2...

SCALE 1 POST

FOXBOROUGH COMBINED SCHOOL, Foxborough, Wokingham. For January for this Group 2...

Secondary Schools

ENGLISH & CLASSICS SHAW HOUSE GIRLS' COMPREHENSIVE SCHOOL, Wokingham. For January for this Group 2...

ENGLISH AND GEOGRAPHY, Scale 1 HAYMILL COUNTY SECONDARY SCHOOL, Wokingham. For January for this Group 2...

LANGUAGES, Scale 1 HIGHWOOD COMPREHENSIVE SCHOOL, Wokingham. For January for this Group 2...

MATHEMATICS, Scale 1 ALFRED BUTTON GIRLS' SCHOOL, Wokingham. For January for this Group 2...

MATHEMATICS, Scale 1 ALFRED BUTTON GIRLS' SCHOOL, Wokingham. For January for this Group 2...

SCIENCE, Scale 3

BRANKENHILL SCHOOL, Reading. For January for this Group 2...

ALFRED BUTTON GIRLS' SCHOOL, Wokingham. For January for this Group 2...

GARTH HILL SCHOOL, Wokingham. For January for this Group 2...

DEPUTY HEAD PANBOURNE COUNTY INFANT SCHOOL, Wokingham. For January for this Group 2...

SCALE 1 POST FOXBOROUGH COMBINED SCHOOL, Wokingham. For January for this Group 2...

WESTGATE COUNTY SECONDARY SCHOOL, Wokingham. For January for this Group 2...

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SECONDARY Technical Studies continued NORTHAMPTONSHIRE COUNTY EDUCATION DEPARTMENT

NOTTINGHAMSHIRE COUNTY EDUCATION DEPARTMENT Applications are invited from suitably qualified candidates for the following posts:

REDBRIDGE (London Borough of) Applications are invited from suitably qualified candidates for the following posts:

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REDBRIDGE (London Borough of) Applications are invited from suitably qualified candidates for the following posts:

ST HELENS EDUCATION COMMITTEE SECONDARY SCHOOL HEADS OF HOUSES

INNER LONDON EDUCATION AUTHORITY Specialist Vacancies for Secondary Teachers DESIGN AND TECHNOLOGY HOME ECONOMICS (Part-Time only) NEEDLEWORK (Part-Time only)

For an application form, please write to the Education Officer (TSB), The County Hall, London SE1 7PB (Telephone 01-893 0160).

SEFTON (Metropolitan Borough of) Applications are invited from suitably qualified candidates for the following posts:

STAFFORDSHIRE COUNTY EDUCATION DEPARTMENT Applications are invited from suitably qualified candidates for the following posts:

WALTHAM HERT (London Borough of) Applications are invited from suitably qualified candidates for the following posts:

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DERBYSHIRE EDUCATION COMMITTEE METROPOLITAN BOROUGH OF DERBY Applications are invited from suitably qualified candidates for the following posts:

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SOUTH DEVON DISTRICT EDUCATION COMMITTEE Applications are invited from suitably qualified candidates for the following posts:

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HUMBERSHIRE METROPOLITAN BOROUGH OF LEICESTER Applications are invited from suitably qualified candidates for the following posts:

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BIRMINGHAM COUNTY EDUCATION DEPARTMENT Applications are invited from suitably qualified candidates for the following posts:

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Redbridge London Borough Headteacher Applications are invited from suitably qualified candidates for the post of Headteacher of the London Borough of Redbridge. Ethel Davis School, Barley Lane, Goodmayes, Ilford. The school has a roll of 80 pupils and is in Group 8(B). Application forms and further particulars are available from: E. Farthing, B.A. Chief Education Officer, Education Office, 285-286, High Road, Ilford, Essex IG1 1NN. Completed application forms should be returned by Tuesday, July 5, 1977.

PREPARATORY continued

Pastoral

CORNWALL. ST JOHN'S CATHEDRAL SCHOOL, Truro, Cornwall. A Catholic independent preparatory school for boys and girls aged 4 to 11. The school is situated in a beautiful setting and offers a wide range of activities. Applications should be sent to the Headmaster, St John's Cathedral School, Truro, Cornwall TR1 1LH.

Religious Education

DORSET. St Andrew's Church, Dorchester. Religious education classes for children of all denominations. Classes are held on Wednesdays from 9.30am to 10.30am. For further details, contact the Vicar, St Andrew's Church, Dorchester, Dorset BA1 1JG.

Science

DERBYSHIRE. BARBOROUGH HALL SCHOOL, Barborough, Derbyshire. A Catholic independent preparatory school for boys and girls aged 4 to 11. The school is situated in a beautiful setting and offers a wide range of activities. Applications should be sent to the Headmaster, Barborough Hall School, Barborough, Derbyshire S44 6JG.

Other than by Subject Classification

BEDFORD. THE DAMS ALICE HARRUP, Bedford. A preparatory school for boys and girls aged 4 to 11. The school is situated in a beautiful setting and offers a wide range of activities. Applications should be sent to the Headmaster, The Dams Alice Harrup, Bedford, Bedfordshire MK43 0JG.

Heads of Department

MERSYSIDE. THE COLLEGE OF EDUCATION, Manchester. Vacancies for Heads of Department in various subjects. Applications should be sent to the Director of Education, The College of Education, Manchester, M13 9PL.

WARWICKSHIRE

WARWICKSHIRE. MID WARWICKSHIRE COLLEGE OF FURTHER EDUCATION, Leamington Spa. Vacancies for Heads of Department in various subjects. Applications should be sent to the Director of Education, Mid Warwickshire College of Further Education, Leamington Spa CV32 0JG.

WILTSHIRE

WILTSHIRE. SOUTH GUILDFORD COLLEGE, South Gloucestershire. Vacancies for Heads of Department in various subjects. Applications should be sent to the Director of Education, South Gloucestershire College, South Gloucestershire, Gloucestershire.

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WARWICKSHIRE SOUTH WARWICKSHIRE COLLEGE OF FURTHER EDUCATION The Willows, Alcester Road, Stratford upon Avon VICE-PRINCIPAL Required 1st January, 1978, for this Group 4 College Further particulars and application form can be obtained from this office (s.a.e. please). Closing date 4th July, 1977. M. L. Ridger, County Education Officer, 22 Northgate Street, Warwick.

COUNTY OF AVON Education Committee Brunel Technical College, Bristol Principal F. J. Hawley, MSc Applications are invited for the post of HEAD OF DEPARTMENT OF NAVIGATION & MARITIME STUDIES Applicants should hold an Extra Master's Certificate of Competency, or a Master's (FG) Certificate together with an appropriate Degree. They should have adequate experience both at sea and in Nautical Education. The Department is Grade III under the 1976 Burnham Report. The successful candidate will be required to take up the appointment not later than 1st January, 1978. Further details and application forms (to be returned by 15th July, 1977) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting post ref. no. 77/25.

CITY OF COVENTRY THE HILL COLLEGE OF FURTHER EDUCATION Principal: Dr. L. Wright, B.A. (Hons.), M.A., M.B.E.M. HEAD OF DEPARTMENT OF SOCIAL AND COMMUNITY SERVICES GRADE IV This vacancy occurs as a result of the present Head being appointed to another post within the Local Education Authority. Applicants should be graduates or professionally qualified with appropriate experience in Further Education. Salary: Grade IV, £6,756-£7,632 + £312 p.a. + £188 p.a. Further particulars and forms of application from: The Principal, The Hill College of Further Education, The Hill Lane, Coventry CV4 8DX to whom completed forms should be sent by 8th July, 1977.

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Candidates should have a degree and/or professional qualifications. Salary: £12,500 to £15,000 per annum plus current Burnham Award. Applications should be sent to the Director of Education, The College of Education, Manchester, M13 9PL.

WARWICKSHIRE. MID WARWICKSHIRE COLLEGE OF FURTHER EDUCATION, Leamington Spa. Vacancies for Heads of Department in various subjects. Applications should be sent to the Director of Education, Mid Warwickshire College of Further Education, Leamington Spa CV32 0JG.

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CITY OF MANCHESTER EDUCATION COMMITTEE St. John's College of Further Education Required September 1st, 1977. Lecturer II to teach Export Marketing and allied subjects including Income and accounts, documentation and transportation or professional and business courses up to and including first level. Practical export experience and professional qualifications essential. Salary in the range: £3,744-£5,985. Lecturer I in English Required in September, a suitably qualified and experienced person to teach both Literature and Language/Communications within the General and Administrative Studies Department of the College. The post is concerned with teaching full-time and part-time A level students. Some language work with a variety of professional courses will also be involved. Applicants should have wide literary interests and a positive approach to examination teaching. Details and forms of application from the Principal, St. John's College of F.E., Lower Hardman Street, Manchester M3 3FP. Tel. 061-823 5058 (s.a.e. required) to whom they should be returned not later than 8th July, 1977.

CARMARTHEN TECHNICAL AND AGRICULTURAL COLLEGE Vacancy: LECTURER IN ENGLISH Required for 1st September, 1977, a full-time LECTURER (GRADE 1) to teach ENGLISH and COMMUNICATIONS to full and part-time. Students in the Department of Business Studies and Public Administration. Applicants must be graduates in English and must have had full-time teaching experience, including desirably teaching of English in a further education institution. Further details from The Principal, Carmarthen Technical and Agricultural College, Pibwrwyd, Carmarthen.

LANCASHIRE COUNTY COUNCIL BLACKPOOL COLLEGE OF TECHNOLOGY AND ART Ashfield Road, Blapham, Blackpool FY2 0HB FACULTY OF CONSTRUCTION AND ENGINEERING Lecturers Grade I (Temporary Posts) in WELDING (Ref. No. CE/4) VEHICLE BODY BUILDING (Ref. No. CE/5) for the academic year 1977/78. Salary: £2,781 to £4,688 plus £132 to £180 according to entry point upon qualifications and experience. Closing date 6 July, 1977. Further details and application forms from The Principal.

Hereford and Worcester County Council REDDITCH COLLEGE 1. DEPARTMENT OF MANAGEMENT & PROFESSIONAL STUDIES Lecturer 1 in Law required for 1st September, 1977, for professional and academic courses. Candidates should be professionally and/or academically qualified with relevant experience. 2. DEPARTMENT OF TECHNOLOGY (Mathematics, Statistics and Computer Unit) Lecturer 1 in Mathematics, Statistics and Computers required for 1st September, 1977. The person appointed will be required to teach a wide range of classes throughout the College, as the Unit operates on an inter-departmental servicing basis. Applications should be made by letter (no forms), giving details of education, qualifications and experience, with the names of two referees, and should be sent within two weeks from the date of this advertisement to: Principal, Redditch College, Peckham Street, Redditch, Worcs B98 8DW.

MID GLAMORGAN EDUCATION AUTHORITY YSTRAD MYNACH COLLEGE OF FURTHER EDUCATION School of Musical Instrument Making and Repair (9 miles from Cardiff) Required, as soon as possible, LECTURER to take charge of the School of Musical Instrument Making and Repair. Applicants should have a high level of craftsmanship in violin making and repair together with appropriate qualifications and/or good extensive experience. The successful applicant should be capable of developing the work of the School of Musical Instrument Making and Repair as well as undertaking some lecturing responsibilities. The appointment will be at Lecturer II level. Salary scale: £3,276 x £219 (8) + £281 (2) to £5,483, with 1976 award supplement of £12 and 1977 award supplement ranging from £163 to £180. Application forms (to be returned by 16th July, 1977) obtainable from the District Education Officer, District Education Office, Cepphilly Road, Ystrad Mynach, Henegaw on receipt of a stamped, addressed, foolscap envelope. Conveying will disqualify.

METROPOLITAN BOROUGH OF WOLVERHAMPTON BILSTON COLLEGE OF FURTHER EDUCATION Westfield Road, Bilston, Wolverhampton WV14 6ER Telephone: Bilston 42871/2/3 Principal: J. Inch, B.A. (Hons.), F.G.S., F.R.G.S. Applications are invited for the following posts to commence duties on 1st September, 1977, or as soon as possible thereafter. DEPARTMENT OF GENERAL STUDIES LECTURER I In English and Communications to a "A" Level standard. LECTURER I To teach English Language throughout the College, and possibly to give some assistance in the teaching of English Literature. Salary Scale: Burnham Lecturer I, £2,468-£4,377, plus £312 per annum. Application forms and further particulars are available from the Principal, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

City of Manchester Education Committee THE WYTHENSHAW COLLEGE OF FURTHER EDUCATION Department of General Studies RE/107 Lecturer I Sociology with General Studies RE/108 Lecturer I Law RE/109 French with English Applications are invited for the above posts to teach "O" and "A" level courses. An interest in teaching is another subject to at least "O" level or equivalent standard would be an advantage. Salary: Lecturer I, £2,781-£4,689 Details and application forms from the Senior Administrative Officer, The Wythenshawe College of Further Education, 101-103, Wythenshawe Road, Manchester, M21 9BZ, telephone 061-802 0151/2/3, and they should be returned by 1st July, 1977, to the Chief Education Officer, Further Education (FJEG), Crown Square, Deansgate, Manchester M40 3BB.

WILTSHIRE. SOUTH GUILDFORD COLLEGE, South Gloucestershire. Vacancies for Heads of Department in various subjects. Applications should be sent to the Director of Education, South Gloucestershire College, South Gloucestershire, Gloucestershire.

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COLLEGES OF FURTHER EDUCATION Continued

LANCASHIRE COUNTY COUNCIL COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts which are to be filled by 1st September 1977.

Lancashire County Council

CLOSING DATE 4th July, 1977 FURTHER EDUCATION

LYTHAM ST ANNES COLLEGE OF F.E. 1 September, 1977. (1) LECTURER IN HUMAN BIOLOGY AND RELATED SUBJECTS

W. H. HUSON COLLEGE September, 1977. All posts LECTURER GRADE 1.

NELSON AND COLNE COLLEGE Scotland Road, Nelson 1st September, 1977.

GRAMPIAN REGIONAL COUNCIL EDUCATION DEPARTMENT Applications are invited for the undernoted posts from persons suitably qualified:

ABERDEEN TECHNICAL COLLEGE 1. LECTURER B in Catering Administration and Business Studies

2. LECTURER B in Professional Cookery Applications should be qualified and experienced to teach the practice and theory of cookery up to the advanced stage of the City and Guilds No. 706.

MORAY COLLEGE OF FURTHER EDUCATION 1. LECTURER A in Business Studies

2. LECTURER B in Business Studies Candidates should be qualified as for post (1), and should be able to offer at least two of the following subjects up to S.H.N.D. level: MARKETING, LAW, MATHEMATICS AND STATISTICS, ACCOUNTING, ECONOMICS, OFFICE ADMINISTRATION.

LONDON INNER LONDON EDUCATION AUTHORITY HACKNEY COLLEGE

LONDON INNER LONDON EDUCATION AUTHORITY AVERY HILL COLLEGE

LONDON INNER LONDON EDUCATION AUTHORITY ACTON TECHNICAL COLLEGE

LINCOLNSHIRE COUNTY COUNCIL COLLEGE OF FURTHER EDUCATION

LINCOLNSHIRE COUNTY COUNCIL COLLEGE OF FURTHER EDUCATION

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LINCOLNSHIRE COUNTY COUNCIL COLLEGE OF FURTHER EDUCATION

LIVERPOOL EDUCATION COMMITTEE

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Schools Prom

The most exciting annual event in school music!

November 28 and 29 1977 at 7 p.m. at the Royal Albert Hall

The Schools Prom concerts are a unique demonstration of the scope and quality of school music in Britain, by performers selected from the National Festival of Music for Youth in July. Different schools will appear each evening and different works performed, though the variety and range of music played will be the same.

For further details please write to the TES Schools Prom, Room 256, Times Newspapers Limited, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

The Schools Prom is sponsored and presented by The Times Educational Supplement

COLLEGES OF FURTHER EDUCATION

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Education Department Principal Administrative Officer... Further Education Branch... Essex County Council

THE TIMES LITERARY SUPPLEMENT... As a result of internal promotion... Advertisement Manager will be considered.

SALFORD... COLLEGE OF FURTHER EDUCATION... SALFORD

NOTTINGHAMSHIRE COUNTY COUNCIL... EDUCATION DEPARTMENT... COLLEGE OF FURTHER EDUCATION... NOTTINGHAM

NOTTINGHAMSHIRE COUNTY COUNCIL... EDUCATION DEPARTMENT... COLLEGE OF FURTHER EDUCATION... NOTTINGHAM

Education Department Principal Administrative Officer... Further Education Branch... Essex County Council

THE TIMES LITERARY SUPPLEMENT... As a result of internal promotion... Advertisement Manager will be considered.

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Obituaries From The Times 1961-1970

Edited by Frank Roberts

For years, The Times obituaries have been a standard source of biographical information. Fact is, they've often been quoted in other reference works. And for good reason.

Now for the first time, 1,500 selected Times of London obituaries from the 1960s are brought together in one easy-to-use reference volume.

Obituaries from The Times 1961-1970

Here are leading newsmakers in all walks of life—diplomats, political figures, kings and queens, artists, etc.—men and women who achieved professional distinction... or who played vital roles in recent history.

The famous (and infamous)... and the not-so famous Churchill, Kennedy, de Gaulle, Hammarskjold, Pope John, Lumumba, Fyera Busna, Henrique Galvao, Jung, Schweitzer, Le Corbusier, Disney. You'll find them all in Obituaries from The Times, 1961-1970

946 pages 12 1/2 x 10 1/2 inch volume Bound in durable library binding. Acramed for finger-tip reference Two reference books in one The obituaries alone would constitute a major reference source, but there is also an alphabetical cumulation of 18,000 obituaries and tributes that appear in The Times during the 60s, enabling you to locate the original notice in The Times. Price U.K. £17.50 Price outside U.K. US\$50 Orders to Customer Services Department Newspaper Archive Developments Limited 16 Westcote Road, Reading, RG3 2DF, England

COLLEGES AND DEPARTMENTS OF ART... LONDON... POLYTECHNICS... HEADS OF DEPARTMENT... HUDDERSFIELD... WARRINGTON... WILMINGTON DISTRICT... WILMINGTON DISTRICT

Farringdon House Community Home Child Care Officers... Grade 1 (£1,701-£2,529) Grade 2 (£2,277-£2,891) Grade 3 (£2,364-£2,853) Plus £312 Pay Award Supplement

DEVON... Farringdon House Community Home... Child Care Officers... Grade 1 (£1,701-£2,529) Grade 2 (£2,277-£2,891) Grade 3 (£2,364-£2,853) Plus £312 Pay Award Supplement

Ealing College of Higher Education... Lecturer I in Professional Cookery... Temporary Lecturer I in Professional Cookery

Ealing College of Higher Education... Temporary Lecturer I/II in Professional Cookery... Salary £2,469 to £4,377 pa...

Ealing College of Higher Education... Temporary Lecturer I/II in Professional Cookery... Salary £2,469 to £4,377 pa...

Universities... CHELSEA... THE COLLEGE... UNIVERSITY OF LONDON... ASSESSMENT IN SCIENCE... PAPUA, NEW GUINEA... THE UNIVERSITY OF... MANAGERIAL ASSISTANT

GLASGOW... THE UNIVERSITY OF... AUDIO VISUAL SERVICES... ASSISTANT MANAGER... Applications are invited for the post of Assistant Manager...

IRAN... UNIVERSITY OF BALUCHISTAN... Applications are invited for the post of Lecturer in the Department of Education...

LESOTHO... THE NATIONAL UNIVERSITY... Applications are invited for the post of Lecturer in the Department of Education...

CARDIFF... CHEMISTRY DEPARTMENT... UNIVERSITY COLLEGE... Applications are invited from students with a good honours degree...

MANCHESTER... THE UNIVERSITY... Applications invited for the post of Lecturer in Education...

BOLTON COLLEGE OF EDUCATION (TECHNICAL) SENIOR LECTURER IN EDUCATION MANAGEMENT/ADMINISTRATION

Applications are invited for the above post from persons with good academic qualifications in either Education Management or Educational Administration...

Gwent colleg college of higher education Gwent SENIOR LECTURER IN CONSTRUCTION

COLLEGE OF ALL SAINTS, LONDON, N17... Head of Religious Studies... (Principal Lecturer in charge of subject)

COLLEGE OF ALL SAINTS, LONDON, N17... Head of Religious Studies... Courses at B.Ed. and Certificate levels; diversified courses planned.

Colleges of Higher Education

ESSEX COLLEGE OF HIGHER EDUCATION... ESSEX COLLEGE OF HIGHER EDUCATION... ESSEX COLLEGE OF HIGHER EDUCATION...

ESSEX COLLEGE OF HIGHER EDUCATION... ESSEX COLLEGE OF HIGHER EDUCATION... ESSEX COLLEGE OF HIGHER EDUCATION...

Adult Education

ISLE OF WIGHT COUNTY COUNCIL... TEMPORARY FULL-TIME LECTURERS... H. M. PHIBBS...

LONDON

INNER LONDON EDUCATION AUTHORITY... BURNHAM ADULT EDUCATION CENTRE... CITY OF SALFORD EDUCATION DEPARTMENT...

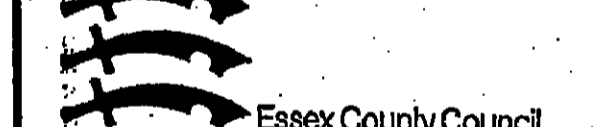
ARE YOU EXCEPTIONAL?

If you are and you are interested in doing a very taxing but even more rewarding job, we would like to hear from you.

The posts are resident or non-resident with attractive rental and emolument charges. The salary is Burnham 1 plus allowances totalling £1,150 p.a.

Remedial Teacher

(Community Home, Chelmsford) Salary: Burnham Scale II plus allowances totalling £1,440. Essex Home is a Community Home with education on the premises.



Bexley London Borough

Workers are required for the following full-time posts. Preference given to persons with widest experience.

Warden

Salary £3,902-£4,389 plus £297 L.W. Belvedere Youth Centre

Deputy Warden

Salary £3,156-£4,020 plus £297 L.W. Northumberland Heath Youth Centre

Warden

Salary £3,902-£4,389 plus £297 L.W. Royal Park Youth Centre

Salary £3,902-£4,389 plus £297 L.W. Posts are under JMO Salaries and Conditions.

Colleges of Education

LONDON THE UNIVERSITY... GOLDSMITHS COLLEGE... LECTURER GRADE II IN AUDIO VISUAL MEDIA...

Applications are invited for the post of Lecturer Grade II in Audio Visual Media in the Audio Visual Education Centre.

LONDON

THE UNIVERSITY... GOLDSMITHS COLLEGE... TECHNOLOGY DEPARTMENT... Applications are invited for the following two posts...

LONDON

THE UNIVERSITY... GOLDSMITHS COLLEGE... Applications are invited for the following two posts...

NORWICH

KEWICK HALL... COLLEGE OF HIGHER EDUCATION... Applications are invited for the following two posts...

STAFFORDSHIRE

EDUCATION COMMITTEE... Applications are invited for the following two posts...

GRAMPIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION COMMUNITY EDUCATION SERVICE... Applications are invited from persons holding qualifications in Youth and Community Service...

TEAM LEADER Reference 280/7... COMMUNITY EDUCATION WORKER Reference 281/7...

ASSISTANT COMMUNITY EDUCATION WORKER

Reference 282/7... Applications are invited from persons holding qualifications in Youth and Community Service...

MOORLAND HOUSE COMMUNITY HOME SCHOOL

Westwood Drive, Ilkley. Moorland House School is a Residential Community Home School for 68 boys aged 9 to 13 years on admission.

TEACHER OF ART & CRAFTS/GENERAL SUBJECTS

Scale 2. Applications are invited from qualified and experienced teachers who are preferably trained for Junior or Middle School pupils.

TEACHER OF WOOD & METAL CRAFTS/GENERAL SUBJECTS

Scale 1. The teacher appointed will take responsibility for a class of approximately 10 to 12 boys who have learning difficulties.

ASSISTANT TEACHER OF GENERAL SUBJECTS WITH MUSIC

Scale 1. The teacher appointed will have classroom responsibilities for a group of 8 to 10 children in need of special remedial help.

City of Bradford Metropolitan Council

Applications are available from the Recruitment & Day Care Officer, Hillworth Lodge, Oakworth Road, Keighley, West Yorkshire.

Malawi Community Homes and Associated Institutions. St. Andrews Secondary School. A Co-educational, Day/Boarding School finely situated in the City of Blantyre...

HEADMASTER

SALARY: K11,000 (L. 7,500) BENEFITS: Air passages, baggage allowances, subsidised housing, gratuity, etc. CONTRACT: 3 years renewable

St. Andrew's at present teaches to G.C.E. 'O' Level. The new Headmaster would be expected to develop an 'A' Level Sixth Form...

THE CHAIRMAN, DESIGNATED SCHOOLS BOARD, P.O. BOX 9, BLANTYRE, MALAWI. To reach Blantyre before 10 July.

HONGKONG POLYTECHNIC

THE DEPARTMENT OF ELECTRICAL ENGINEERING

LECTURERS/SENIOR LECTURERS

has vacancies for Lecturers/Senior Lecturers to teach Heavy Electrical Engineering. Candidates should possess a specialism in Power Electronics/Field Theory or Control/Instrumentation or Electrical Installation.

General Qualifications

Senior Lecturer (a) A degree or professional qualification, plus preferably an advanced specialist qualification and (b) at least five years' professional experience...

Salaries

Lecturer/Senior Lecturer HK \$30,540 x 11 increments to \$68,840 p.a. (BAR) HK \$48,420 x 6 increments to \$93,840 p.a.

CHANNEL ISLANDS EDUCATION DEPARTMENT... Applications are invited from persons holding qualifications in Youth and Community Service...

YOUTH AND COMMUNITY SERVICE

Applications are invited from persons holding qualifications in Youth and Community Service, Adult Education or equivalent for the following posts...

Reference 280/7... Reference 281/7... Reference 282/7...

THE ARMIDALE SCHOOL

ARMIDALE, N.S.W. AUSTRALIA. Director of Music. A vacancy exists from the 14th September, 1977, for an Organist-Choirmaster in an Anglican Boarding and Day School...

EFL Teaching in Iran

Our subsidiary company, Millbank Technical Services Ltd., has vacancies for teachers of English as a foreign language for the Technical High School at Masjed-e-Salam in Iran.

THE BRITISH SCHOOL OF BRUSSELS

seeks applicants for the following part-time vacancies in the Upper School (age range 12-18 years) for September 1977.

A Physical Education Teacher

with specialist P.E. training offering coaching in at least one major sport.

Applications are invited from persons holding qualifications in Youth and Community Service, Adult Education or equivalent for the following posts...

YOUTH AND COMMUNITY SERVICE

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with specialist P.E. training offering coaching in at least one major sport.

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YOUTH AND COMMUNITY SERVICE continued

WEST SUSSEX YOUTH AND COMMUNITY SERVICE... Applications for the post of Youth and Community Worker...

Overseas Appointments

TURKEY TEACHERS OF MATHEMATICS... Applications for the post of Teacher of Mathematics...

GREECE ENGLISH TEACHER... Applications for the post of English Teacher...

District Inspector

Salary range £8,680-£9,526 (inclusive of London weighting) with possible progress to £10,944

This post involves oversight of a district of Inner London and advising on and inspecting education mainly in primary and secondary schools and some special schools.

Details and application forms from the Education Office (EO/Ensb RA1) Addington Street Annex, The County Hall, SE1 7PB. Please enclose a stamped addressed foilscop envelope. Forms to be returned by 8 July 1977.

UNIVERSITY OF PETROLEUM AND MINERALS DHAHRAN-SAUDI ARABIA MATHEMATICIANS

The Department of Mathematical Sciences has vacancies for the Academic Year 1977-78 starting 1 September, 1977, for Faculty of Ph.D. or M.Sc. standing in Mathematics for lecturing duties primarily in the first three years of a five-year course.

University of Petroleum and Minerals, c/o Gabbitts-Thring Services Ltd., Broughton House, 7 & 8, Beckfield Street, Croydon, Surrey, London W1X 2BR.

ARGENTINA... Applications for the post of English Teacher...

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OVERSEAS TEACHING POSTS

TEMPORARY HEADMASTER (Nepal) University of Brasilia... SENIOR LECTURER IN LIBRARY SCIENCE (Brazil) University of Brasilia... 3 TEACHERS OF ENGLISH (Saudi Arabia) Institute of Public Administration, Riyadh... TEACHER OF ENGLISH (Iran) Irano-British Ship Management Co., Abadan... SCIENCE TEACHER (Spain) The British Council School, Madrid... DIRECTOR OF STUDIES (Greece) The British Council Institute, Salonika... LECTURER OR ASSISTANT PROFESSOR OR ASSOCIATE PROFESSOR (Jordan) Department of Architectural Engineering, University of Jordan, Amman... TEACHER OF ENGLISH/LITERATURE TEACHER OF BIOLOGY (NUFFIELD) AND CHEMISTRY (Bahrain) The Bahrain School, Jufrah... HEAD OF DEPARTMENT OF PHARMACY AND SCIENCE (Ghana) Kumasi Polytechnic... TEACHER OF ENGLISH LANGUAGE/LITERATURE TEACHER OF BIOLOGY (NUFFIELD) AND CHEMISTRY (Bahrain) The Bahrain School, Jufrah... LECTURERS IN TEFL/ESP (Iran) LECTURER (TEACHER EDUCATION) (Tehran) LECTURER (ENGLISH FOR SPECIAL GROUPS) (Tehran) LECTURER (ENGLISH FOR MIXED GROUPS) (Tehran) LECTURER (ENGLISH FOR THRESHOLD PROGRAMMES) (Tehran) LECTURER (GENERAL ELT DUTIES) (Tehran) British Council Teaching Centres, Tehran/Isfahan... REVISED EMOLUMENTS. Salary: £6,210-£8,028 p.a. Personal allowance: Nil-£1,415 p.a. (according to salary and marital status). Benefits: Accommodation allowance; children's education allowance; employer's portion of UK superannuation; 2 year contract renewable. 77 HO 65-59

THE BRITISH COUNCIL logo and contact information.

SIERRA LEONE

Applications are invited for the Technical Teacher Training post of HEAD OF DEPARTMENT (Project Manager) c. £6,618-£8,363 (including a supplement, normally tax free, paid by the British Government under its aid programme to citizens of the U.K.)

Based at the Milton Margai Teachers College near Freetown, for which new buildings and equipment for technical and commercial subjects are being provided by the International Development Association.

The Project Manager will head a team responsible for establishing a 3-year teacher training programme for technical and commercial secondary teachers and for developing in-service training. Candidates should have experience of teacher education at a senior level and of design and technology.

Appointment is for 3 years commencing in September 1977. Gratuities, subsidised housing, free passages, UK leave, education allowances and holiday visit passages for children and other fringe benefits.

Interviews for this re-advertised post are planned for the first week in July and applicants should, in the first instance, send a detailed curriculum vitae immediately to the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London, SW1W 0BS.

letoe logo and contact information.

OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries Botswana Secondary Education: Headmaster/Headmistress Responsible for efficient organization, administration and control of a secondary school, its staff and students; to organize and control appropriate extra-curricular activities; to play active part in training and preparing Botswana teachers for posts of higher responsibility. Applicants, up to age 55, should have a degree together with certificate in education, and at least five years' teaching experience either as Headmaster/Headmistress or in senior post of responsibility. Boarding school experience and knowledge of basic office administration desirable. Appointment 30 to 36 months. Salary in range £7,137 to £8,340 pa which includes allowance, normally tax-free, in range £2,400 to £3,474 pa. Terminal gratuity 25 per cent pa of basic salary.

Lesotho Secondary Education: Teacher of Mathematics and Science To teach Mathematics and Science to Cambridge Overseas School Certificate GCE 'O' and 'A' level and undertake some curriculum development in subject area. Applicants should have Degree in either Mathematics or Science subject, and Teaching Certificate. Appointment 24 months. Salary (currently under review) in range £4,441 to £6,286 pa which includes allowance, normally tax-free, in range £1,830 to £2,918 pa. Terminal gratuity of 25 per cent pa of basic salary. Other benefits (both posts) include free family passages, children's education allowances, holiday visit passages and subsidized accommodation. An appointment grant of up to £300 and an interest-free car-purchase loan of up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom. For full details and application form please apply, quoting reference 315, stating post concerned, and giving details of age, qualifications and experience to: Appointments Officer, MINISTRY OF OVERSEAS DEVELOPMENT, Room 301, Eland House, Stag Place, London SW1E 5DH.

ODM logo and contact information.

OVERSEAS Appointments continued

CANADA HEADMASTER... Applications for the post of Headmaster...

CANADA HEADMASTER... Applications for the post of Headmaster...

CANADA HEADMASTER... Applications for the post of Headmaster...

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SANDWELL... Applications for the post of English Teacher...

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CYNGOR SIR GWYNEDD COUNTY COUNCIL logo and contact information.

EDUCATION DEPARTMENT AREA EDUCATION OFFICER £5,103-£5,721 plus £312 supplement. Applications invited from graduates and others with relevant administrative and teaching experience. The appointee will be responsible for the Area Office in Caernarvon and for administering Primary and Secondary Education, Special Education and Adult Education and also other establishments and services. Knowledge of Welsh essential. Car allowance and assisted car purchase facilities. Financial assistance with removal and resettlement expenses in appropriate cases. Application forms from County Personnel Officer, County Offices, Caernarvon. Closing date: 1 July 1977.

Education Service CAREERS OFFICER (Employment and Training) Applications are invited for the above post from experienced careers officers or well-qualified persons from industry to commence particularly with experience of staff recruitment and training. The post, which is financed by central Government grant, will be filled as soon as possible on a fixed term contract which will terminate on 31 March, 1978. The successful applicant will deal exclusively with unemployed young people and measures to assist them. The salary will be either on the APS salary scale (£2,660-£4,560 p.a. annual inclusive), or the APS salary scale (£1,422-£4,450 p.a. annual inclusive). The precise salary offer will be dependent upon the appointee's experience and qualifications and with the appointee's responsibility will be assigned commensurate with the appointee's salary. A car allowance is available. Further details and application forms obtainable from The Civil Education Officer, Heston House, 70 St. Lukes Road, Ealing W5 2EU. Forms to be returned within 14 days of the reference of this advertisement.

Ealing logo and contact information.

OVERSEAS DEVELOPMENT logo and contact information.

Education Overseas Egypt Lecturer-Automobile Engineering At Mosharraf Bay School, Alexandria, in co-operation with local and expatriate staff, to undertake planning of syllabuses, workshop supervision, advise on teaching methods, and carry out some practical direct teaching. Applicants, aged 30-45, should have appropriate qualifications and be workshop orientated, plus at least 5 years' practical experience in industry and teaching in technical college. Overseas experience an advantage. Appointment 3 years. Salary according to qualifications and experience plus variable tax free overseas allowance. Superannuation rights may be safeguarded. The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom. For full details and application form please apply quoting ref. 317, stating post concerned, and giving details of age, qualifications and experience, to: Appointments Officer, MINISTRY OF OVERSEAS DEVELOPMENT, Room 301, Eland House, Stag Place, London SW1E 5DH.

ODM logo and contact information.

Appointments Officer, MINISTRY OF OVERSEAS DEVELOPMENT, Room 301, Eland House, Stag Place, London SW1E 5DH. HELPING NATIONS HELP THEMSELVES

ODM logo and contact information.

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
EDUCATION LIBRARIAN
Grade SO2
(£5,001-£5,304 including Supplement)

Applications are invited from chartered librarians for the above post. The Education Librarian is responsible to the Director of Education for organising all library services to the city's 188 schools, including the staffing of the libraries of the larger secondary schools. He/she will also be expected to advise and assist the Director on all other library matters that may affect the Education Service, and to work in close co-operation with both the City Library Service and the authority's Educational Advisory Service. A wide experience of library services to education will be advantageous.

Further details and application forms from Director of Education, Civic Centre, Barras Bridge, Newcastle upon Tyne, NE1 8PU. Closing date: July 11th.

COUNTY OF AVON Education Service
Careers Service
SPECIALIST CAREERS OFFICER
(Handicapped Young People)
Salary scale: SO1 £4,239-£4,545 plus £312 p.a. Supplement

Applications invited from suitably qualified and experienced applicants for this senior post. Previous experience of work with handicapped young people an advantage.

Further details and application form, returnable by 8th July, from Director of Personnel (Tel.: Bristol 298565), Avon House, The Haymarket, Bristol, BS99 7DE.
Please quote ref. no. EDU 1208.

EDUCATION COMMITTEE
Chief Education Welfare Officer
SO1 (£4,836-£5,142 incl.)
Reference Number: E/83/D

Senior Education Welfare Officer
AP5 (£4,422-£4,892 incl.)
Reference Number: E/84/D

Applications are invited from men or women, preferably with good experience in the field of Education Welfare, for these interesting and demanding posts.

Generous relocation expenses available.

Application forms and further information are obtainable from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable by 8th July, 1977. Telephone: 01-603 0371 (24-hour Answerphone service). Reference numbers must be quoted.

London Borough of
BRENT

Specialist Careers Officer
to work with unemployed young people

This is a temporary post continuing until 31st March, 1978. No guarantee of employment beyond that date can be given.

Duties will include work with and on behalf of unemployed young people, contacting employers on their behalf about employment, special Government training and work experience schemes; liaison with other Careers Officers within the Authority; T.S.A. and other agency and general counselling of the long term unemployed.

Applications are invited from experienced Careers Officers and other committed people with wide experience of industry or commerce and young people.

CROYDON

Salary Scale £3,519-£4,299 per annum inclusive of London weighting and full rate supplement.

Applications in writing giving details of age, qualifications and relevant experience to the Director of Education (P.M.O.), Taberner House, Park Lane, Croydon, CR9 1TP, by 8th July, 1977. Informal enquiries may be made of the Principal Careers Officer (telephone number 01-688 4483-extensionary 2288).

ADMINISTRATION
General continued

DEVON
AREA HEALTH AUTHORITY
OFFICERS

Applications are invited from suitably qualified and experienced persons for the following posts:

1. **HEALTH EDUCATION OFFICER** (Grade SO2) - £5,001-£5,304 (incl. Supplement). This post involves the development and delivery of health education programmes for the general public, including the use of mass media and community education techniques.

2. **HEALTH EDUCATION OFFICER** (Grade SO1) - £4,635-£4,939 (incl. Supplement). This post involves the development and delivery of health education programmes for the general public, including the use of mass media and community education techniques.

3. **HEALTH EDUCATION OFFICER** (Grade SO2) - £5,001-£5,304 (incl. Supplement). This post involves the development and delivery of health education programmes for the general public, including the use of mass media and community education techniques.

HAMPSHIRE
COUNCIL OF COMMUNITY DEVELOPMENT

The Council are seeking applications for the post of:

COMMUNITY DEVELOPMENT OFFICER

Applications are invited from suitably qualified and experienced persons for the above post. The successful applicant will be responsible for the development and implementation of community development projects in the area of the Council. The post holder will be expected to work closely with the Council's other community development officers and to provide advice and support to the community development workers in the field.

Further details and application forms from the Council of Community Development, 10, Westgate Road, Winchester, SO1 1EJ.

NORTH REGIONAL EXAMINATIONS BOARD
CERTIFICATE OF SECONDARY EDUCATION
ASSISTANT EXAMINER

The Board proposes to assist in the marking of the following papers:

1. **ENGLISH** (Paper 1) - 2 hours
2. **MATHEMATICS** (Paper 1) - 2 hours
3. **MATHEMATICS** (Paper 2) - 2 hours

Applicants should be graduates with a degree in any subject. They should have had at least three years' experience of secondary school teaching. Experience of examining would be an advantage.

Applicants should send their applications, with three recent photographs, to the Director of Examinations, North Regional Examinations Board, 10, Westgate Road, Winchester, SO1 1EJ.

SHEFFIELD Y.M.C.A.
RECREATION OFFICER

Applications are invited from suitably qualified and experienced persons for the above post. The successful applicant will be responsible for the development and implementation of recreational activities for young people in the area of the Y.M.C.A. The post holder will be expected to work closely with the Y.M.C.A.'s other recreational officers and to provide advice and support to the recreational workers in the field.

Further details and application forms from the Y.M.C.A., 10, Westgate Road, Sheffield, S1 2EG.

THE SPORTS COUNCIL
PROJECT OFFICER

Applications are invited from suitably qualified and experienced persons for the above post. The successful applicant will be responsible for the development and implementation of sports projects in the area of the Sports Council. The post holder will be expected to work closely with the Sports Council's other project officers and to provide advice and support to the project workers in the field.

Further details and application forms from the Sports Council, 10, Westgate Road, London, W1A 1AA.

YORKSHIRE REGIONAL EXAMINATIONS BOARD
APPLICANTS are invited for the following posts:

1. **EXAMINATIONS OFFICER** (Grade SO2) - £5,001-£5,304 (incl. Supplement). This post involves the coordination and administration of the Board's examinations, including the marking and grading of scripts.

2. **EXAMINATIONS OFFICER** (Grade SO1) - £4,635-£4,939 (incl. Supplement). This post involves the coordination and administration of the Board's examinations, including the marking and grading of scripts.

Child Care

BERKSHIRE
NORSKILMAN CHILD GUIDANCE OFFICER

Applications are invited from suitably qualified and experienced persons for the above post. The successful applicant will be responsible for the provision of child guidance services in the area of the Berkshire Child Guidance Centre. The post holder will be expected to work closely with the Centre's other child guidance officers and to provide advice and support to the child guidance workers in the field.

Further details and application forms from the Berkshire Child Guidance Centre, 10, Westgate Road, Reading, RG1 1AA.

Educational Psychologists

WALTHAM FOREST
MARKING OFFICERS

Applications are invited from suitably qualified and experienced persons for the above posts. The successful applicants will be responsible for the marking of the following papers:

1. **ENGLISH** (Paper 1) - 2 hours
2. **MATHEMATICS** (Paper 1) - 2 hours
3. **MATHEMATICS** (Paper 2) - 2 hours

Applicants should be graduates with a degree in any subject. They should have had at least three years' experience of secondary school teaching. Experience of examining would be an advantage.

Applicants should send their applications, with three recent photographs, to the Director of Examinations, Waltham Forest Regional Examinations Board, 10, Westgate Road, Waltham Forest, London, E12 8JH.

Examiners

UNIVERSITY OF LONDON
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS

The Council invites applications for the following posts:

1. **EXAMINER IN ENGLISH** - £5,001-£5,304 (incl. Supplement). This post involves the marking of the following papers: English (Paper 1), English (Paper 2), English (Paper 3), English (Paper 4), English (Paper 5), English (Paper 6), English (Paper 7), English (Paper 8), English (Paper 9), English (Paper 10).

2. **EXAMINER IN MATHEMATICS** - £4,635-£4,939 (incl. Supplement). This post involves the marking of the following papers: Mathematics (Paper 1), Mathematics (Paper 2), Mathematics (Paper 3), Mathematics (Paper 4), Mathematics (Paper 5), Mathematics (Paper 6), Mathematics (Paper 7), Mathematics (Paper 8), Mathematics (Paper 9), Mathematics (Paper 10).

Education
in a different dimension.

A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

Maybe we can tell you why. In the first place an Education Officer in the RAF whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it.

Secondly, there is the nature of the job itself. The RAF is a big organisation, of over 80,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn.

Your work may range from the instruction of young apprentices to the tuition of university graduates undergoing officer training at an RAF college. At all levels it is a satisfying experience. Teaching, however, is only part of the job. You will find the work most rewarding and a useful background for civilian teaching. If you are looking for a worthwhile job where your contribution is truly valued - give thought to the RAF.

You may choose to spend 4, 6 or 8 years in the RAF with a chance of longer engagement to the age of 38 or for 16 years. And, if you are considered good enough, there are opportunities for service to the age of 55.

If you are interested, post this coupon now to Group Captain H. E. Bonhby, OBE, ADC, BA, RAF, Officer Careers (949 416/8), London Road, Stanmore, Middlesex, HA7 4PZ.

ONLY SO MANY CAN BECOME THE FEW

Please send me information about a career as an Education Officer in the RAF.

Name _____
Address _____
Date of Birth _____ (Age limit 21 years on 31st July 1977)
(Formal application must be made by the RAF)
With this coupon please enclose, in confidence, a brief letter stating why you should be preferably qualified to teach.

ROYAL COUNTY OF BERKSHIRE
SOUTHERN REGIONAL COUNCIL FOR FURTHER EDUCATION
Applications are invited for the post of
SECRETARY to the COUNCIL
Salary Scale: £8,661-£9,315;
The post is superannuable.

Candidates should be graduates with experience of further education work through either teaching or administration.

Further particulars from Director of Education, Kennet House, 80/82 Kings Road, Reading. Closing date 11th July, 1977.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
ASSISTANT SECRETARY
(£5,589-£6,468)

Applications are invited for the post of Assistant Secretary. Applicants should have substantial teaching experience in secondary, further or higher education. Administrative experience is desirable. (Salary is likely to increase on 1 July under Phase 2).

Forms and further details should be requested by post from the undersigned (or telephone Mrs. Logreco, 876 2144).
Closing date 1 July 1977.

D. H. BOARD, M.A., Secretary to the Board, Metropolitan Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

THE NATIONAL SEA TRAINING TRUST
Invite applications for the post of
SECOND OFFICER

The successful applicant will be required to teach and supervise candidates (aged 16 to 17 years) in all aspects of Seamanship on a residential pre-sea training course.

Additional duties will include work of an administrative nature, shared on a rotational basis with three other Second Officers.

It is required that applicants should hold a Master's (Foreign-going) Certificate of Competency and be not more than 30-35 years of age. Previous teaching experience would be an advantage.

The post, which is situated at Gravesend, Kent, can provide accommodation for a single person.

Applications, giving full particulars, should be addressed to:

The Secretary
National Sea Training Trust
Shipping Federation House
148-150 Minories
London, EC3N 1ND

SOUTHWARK DIOCESAN BOARD OF EDUCATION
PRIMARY SCHOOLS ADVISER
RE-ADVERTISEMENT

The post of Diocesan Primary Schools Adviser will be vacant at the end of July, 1977. Applications are invited from trained teachers with Primary School experience who are communicant members of the Church of England. The job entails visiting the 105 Church of England Aided Primary, First and Middle Schools in the Diocese to help and advise Heads, teachers and others with special reference to religious education and worship.

This is a Grade 3 post, starting at point one, with the normal superannuation arrangement. A secondment for one year, from 1 January, 1978, or earlier if possible, is essential. Expenses will be paid.

Enquiries and applications naming two referees by 11 July, 1977, to The Director, Southwark Diocesan Board of Education, 48 Union Street, London SE1 (Tel: 01-807 7911).

ROYAL COUNTY OF BERKSHIRE
GENERAL SCIENCE ADVISER
£7,956-£8,580 (Group 10 Head)

The successful applicant will be General Adviser with special responsibility for Science Education and will join a team comprising a Chief Adviser, three Senior Advisers and 15 Advisers. The team is so organised that each Adviser's specialist role is applied on a County-wide basis while all Advisers belong to one of the three smaller Area Advisory Teams which work more closely on all matters affecting one third of the County. The person appointed will need to live within reasonable distance of the Education Department Headquarters Office in Reading. Lodging allowance and removal expenses scheme in operation.

Further particulars and application form are obtainable from: Director of Education, Kennet House, 80/82 Kings Road, Reading RG1 3BL. Closing date 11 July, 1977.

Buckinghamshire Education Committee
Senior Assistant Education Officer
(Schools)

Principal Officer Grade £7,074 to £8,046 per annum, plus £312 per annum supplement.

Applications are invited for this third tier post from graduates with teaching and administrative experience.

Further particulars and application forms may be obtained from the Chief Education Officer, County Hall, Aylesbury (Tel. Aylesbury 5000, Ext. 633).

Applications to be returned by 11 July, 1977.

Durham County Council
Education Department
AREA SENIOR EDUCATIONAL PSYCHOLOGIST

Southwell Salary Scale—Burnham Head Teacher 9 equivalent (£25,995-£27,593 per annum plus £312 supplement throughout plus £188 pay award).

Applications invited for post of area senior educational psychologist. Post (one of four at this grade) carries responsibility for co-ordinating and supervising the work of South Central Area team of Educational Psychologists. Successful candidate will be expected to provide professional services, including individual consultation, to educational establishments in the area. Post holder will also be expected to provide advice and support to the educational establishments in the area.

Applications will only be considered from graduates holding a good honours degree in Psychology and an approved post-graduate qualification in educational psychology who have had practical experience in teaching and as fully qualified educational psychologists.

Posting available in the town of Newton Aycliffe if required. Other related accommodation might be available at the time of appointment.

Further particulars and form of application (to be returned by 11th July, 1977) from the Director of Education, P.O. Box County Hall, Durham, DH1 6JZ.

TECHNICAL EDUCATION COUNCIL
Appointments:
FULL-TIME EXTERNAL MODERATOR
(Sector A or B)

The Council invites applications for the above post effective from 1 September, 1977, or as soon as possible after that date. The moderator will be based in the London and Home Counties area and applicants should have suitable experience relevant to the work of the Council's Sector A or Sector B programmes. The post may be filled by secondment from an existing post or by appointment to the Council's service.

The moderator will play a key role in establishing and maintaining the standards of the Council's awards by monitoring the operation of TEC programmes and assessment arrangements relevant to either Sector A or Sector B. Salary will be in the range £8,600 to £8,600 p.a. and starting salary will depend on previous experience.

Further details of the above post can be obtained by writing to the Chief Officer (ref. EM) at 78 Portland Place, London W1N 4AA.

Closing date for applications: Friday 18 July, 1977.

NORTHERN COUNTIES TECHNICAL EXAMINATIONS COUNCIL

Applications are invited from suitably qualified and experienced persons for the following appointments:

LIST OF VACANT EXAMINERSHIPS

Mining Industry Basic Studies Course
Engineering Drawing
Mining Craft Courses Second Year (C2)
Mining (Mechanics) Drawing
Mining Craft Courses Third Year (C3)
Mining Engineering Science
Mining Craft Courses Fourth Year (C4)
Mining (Mechanics) Legislation (Electricity)
Mine Deputies' Course
Mining Practice
Ordinary National Certificate Course in Sciences Second Year (O2)
Basic Chemistry
Elective Physics
Electricity
Basic Engineering Craft Studies Part I (MECHANICAL BIAS)
Craft Studies, Applications and Associated Studies
Basic Engineering Craft Studies Part I (FABRICATION AND WEAVING)
Fabrication and Weaving
Mechanical Engineering Craft Studies Part II, First Year
Craft Studies, Applications and Associated Studies
Sheet Metal and Thin Plate Craft Studies Part II, First Year
Sheet Metal and Thin Plate Technology (Paper II)
Electrical and Electronic Craft Studies Part II, First Year
Electrical Plant Manufacture
Electrical Plant Installation
General Course in Engineering Science
Mechanical Engineering Technicians' Second Year (T2)
Engineering Drawing and Materials
Mechanical Engineering Technicians' Third Year (T3)
Mechanical Engineering Drawing
Electrical and Electrical Installation Technicians' Course Second Year (T2)
Electrical Installation
Ordinary National Certificate in Engineering First Year (O1)
Mechanical Principles and Communications
Ordinary National Certificate in Engineering Second Year (O2)
Applied Heat
Electrical Engineering (B)
Elementary Surveying
Engineering Drawing and Design
Vehicle Part II, First Year
Vehicle Part II Administration, Commercial Practice
Secretarial Course
English
English for Secretaries
Shorthand I (New Era)
Shorthand II
Audio-Typewriting
Advanced Audio-Typewriting
Secretarial Practice
Modern Foreign Languages
Italian I
Italian II
Senior General Commercial Course First Year
Elements of Accounts
Certificate in Office Studies First Year (PART-TIME COURSE)
Social Studies (Social Living)
Certificate in Office Studies Second Year (PART-TIME COURSE)
(FULL-TIME COURSE)
Law and the Individual
Practical Typewriting
Social Studies
Higher Certificate in Office Studies Part I
Communication I
 clerical Operations and Procedures I
Accounts I
Office Organisation I
Higher Certificate in Office Studies Part II
Communication II
 clerical Operations and Procedures II
Accounts II
Office Organisation II
Senior General Commercial Course Third Year
Ordinary National Certificate Course in Business Studies Second Year
Accounting I
Mathematics
Economic Geography II
Economics
Elements of Transport
Principles of Distribution
Business Data Processing
Ordinary National Certificate in Public Administration First Year
English
Introduction to Economics
Ordinary National Certificate in Public Administration Second Year
Accounting II (Government)
Elements of Insurance
Higher National Certificate Course in Business Studies Second Year
Cost Accounting I
Cost Accounting II
Company Law
Social Policies and Social Needs
Marketing
Operational Research
Application of Statistics—Internal to the Firm

Forms of application returnable by 8th July, 1977, and further particulars relating to the appointments, may be obtained by sending a stamped addressed foolscap envelope to The Secretary, 5 Grosvenor Villas, Grosvenor Road, Newcastle upon Tyne NE2 2RU.

78 Arts/Review

Cecilia, Magnus, Faust... Music in the hills

Robin Maconie looks ahead to this year's Proms

At a time of financial stringency, given added sharpness by uncertainty over the consequences of the Anson Report, the BBC decided, in the words of Robert Poston, Controller of Music, "to plan optimistic" for this year's Jubilee Prom series.

In previous setting-in-years, Mr Poston has contrived to set new priorities for Prom programmes. In the face of sharp critical opposition (though not from this quarter) he has steered away from a repertoire which, however virtuosically conceived and executed, tended to create an impression of sentimental vulgarly spiced with seasonal novelty, to a selection more catholic and discerning. He has revived popular awareness of the standard "greats" by introducing less well known, more difficult works; he has juxtaposed favourite classics and obscure works by minor composers. From the same period onwards, he has encouraged the recent upsurge of interest in pre-baroque music; he has also, deliberately and to tangible effect, firmly established a contemporary British composer as a distinguished asset rather than a token liability.

These are far-reaching gains, achieved with revolutionary modesty. Now audiences have more to listen for, critics have to work harder, conductors are no longer forced into a narrowly competitive and stereotyped market, and more imaginative presentation and performance indirectly stimulated.

The changeover period has not been entirely smooth. A distinguished music sinker almost out of sight one year, early music of variable performance quality oversubscribed another year; a search of significant European twentieth-century classics, undertaken by two distinguished conductors of like weight, led to similar difficulties. It is pleasant to record, therefore, that the 1977 Proms appear to have reached a plateau of quality, stability and resourcefulness.

The season begins with three concerts of British music to mark the Jubilee, much of it given added sharpness by uncertainty over the consequences of the Anson Report, the BBC decided, in the words of Robert Poston, Controller of Music, "to plan optimistic" for this year's Jubilee Prom series.

Music in the hills

Barry Still at the Malvern Festival

In August 1929 a Festival began in a Worcestershire town under the Malvern Hills, with Shiu's *The Apple Cart*, and continued powerfully through the decade up to the Second World War, covering his whole working life: there was even a new Shaw play in 1949, a rare post-war festival.

Now, in a restored Malvern Festival, there has been an equal partner to drama in the music of Elgar, himself closely associated with Malvern and a friend and confidant of GBS. Shaw wrote to the composer that "six bars of yours would turn the Shaw festival into a Jolly good thing to". True, 1977 has almost been an Elgar festival—the symphonies and major choral works were missing—but then, *Man and Superman* redressed any imbalance.

The Royal Shakespeare Company mounted the Shaw, but without *Don Juan in Hell*. Clifford Williams directed a rich and enjoyable production, with Richard Pasco and Susan Hampshire playing Tanner and Anne Whitefield; it seemed to me to be underplayed early in the three-week run, but promised to become more pointed. The Malone of Harry Towb and the Straker of Nicky Henson were excellent. On two evenings Donald Donnelly's (our main GBS show *My Astonishing Self* took over, not as a gag show, but as a Shavian philosophy in miniature.)

The musical occasions in the Winter Garden suffered from the difficult acoustic and from the cramped conditions for orchestral ensembles. There just is not enough space for a full symphony orchestra, unless several more rows of seats are removed. The City of Birmingham SO under David Atherton played Elgar's *In the South*; Yehudi

Violence in vogue

Heather Neill

Arena: Theatre (BBC2) Wednesday June 15, obviously about modern playwrights, was actually a news programme. The message: this is a violent world and any playwright worth his salt must reflect the fact. Cut to Ulster and Balcombe Street to make sure we get the point. Elsewhere cut to Morecombe and Wise to show support of uncommitted entertainment.

Remember *Look Back in Anger*? Twenty-one years later, the playwright is looking around and ahead in anger, expecting a Fascist takeover any time and wielding words in defence and warning. Howard Brenton, smiling disarmingly, said he would like his plays to change the world. A severe case of Blues under the Bad.

If this seems to trivialise the work of Herr Keefe, Howard Brenton, Trevor Griffiths and John McGrath, it was the inescapable effect of attempting to deal with four playwrights (and other names and play titles dropped passim) in 50 minutes, allowing them a few minutes each to speak for themselves and interesting scraps of plays by way of illustration.

Who was the programme for? Only a complete uninitiate would have to be given so simplified a message. Surely Arena might more usefully have attempted to deal with one playwright thoroughly in the context of political theatre. It is touching that the writers still have so much faith in the political efficacy of their work; it is unfortunate that television has no such confidence in theatre as a topic of general interest.

Albert Hunt, who presented the



Howard Brenton

AdParnassum

Clement: his life and work. By Leon Plantinga.

Martin Phillipus Vincentius Franciscus Xaverius Clement was born in Rome in 1752—but we didn't even know that until quite recently; the composer of *Gradus ad Parnassum*, the virtuoso performer, the publisher, and the piano maker still gets pretty short shrift on the radio and on concert platform—though I hear that aficionados in North London are beginning to spread the word in recitals where his keyboard music appears more and more often.

The question is, why has his musical reputation, by the whole, declined from those days of his own lifetime, when he was even more famous than Mozart? Is the neglect justifiable or not? One hopes to be a little wiser after reading a biography which, with its many pictures and indexes of dates and titles, gives a comprehensive discussion and assessment of "Clement's music".

It is, indeed, a painstakingly detailed biography (chapters can end with anything between three and seven pages of notes), lurching to a halt every so often to give a bar-by-bar commentary (with musical examples) of pieces of pieces written at the time.

But this on-so-familiar formula of "musical" biographies so rarely enables the reader to see the shape and peculiar quality of the wood while the log is in the furnace, all the leaves that have fallen from the trees. But Mr Plantinga has done a useful and extremely thorough piece of assembly work—and for that we should be duty grateful.

Hilary Finch

Theatre and education

The show goes on

The Jubilee is not yet over. 4R Movement and Dance Group celebrate by remembering the war in *Blackout* at Lewisham Town Hall for a week beginning next Monday. The cast includes more than a hundred children and young people.

Upton Theatre for Young People will tour London and, on July 8 and 9, visit Cardiff with their play based on the old nursery rhyme "The Lion and the Unicorn were fighting for the Crown" (01-240 2076).

Chester Gateway theatre celebrate something else, the fourth of July. Their Independence Day Gala involves various manifestations of "yankee... zest" such as apple pie and jazz. (0244 40393)

Victoria Theatre, Stoke on Trent celebrate themselves and show how a play is put on in their open day, July 20. (0782 613954).

London Drama has just launched Showcase, to help teachers make up their own minds about companies offering entertainment or comedies perform each month. The next Showcase, at the London Drama and Tape Centre, is on July 13.

Cockpit Theatre. Last chance to see Stephen Jeffrey's winning play *Like Dolls or Angels* and the Kabuki version of *Lear* (Cordelia College of Art and Design) while the tickets are available. (Leeds University, Highlights of the National Student Drama Festival, Until Sunday (01-402 5081).

Also at the Cockpit, *Play Ten*, on July 2, premieres seven plays by James Saunders, N. F. Simpson and Olwen Wynyard. Billed as ideal for bridging the gap between

79 Broadcasting/Films/Briefings

Panorama

Orchestrated essay

Michael Church

Poor old Panorama! It isn't easy being the conscience of the middle classes. Produce a programme showing life in the contemporary classroom and you find yourself with academic egg all over your face. Do the opposite tack and fill the studio with a homedead class of obedient adults and, hey presto, where is your audience gone? To *The Two Ronnies*, every one.

Though no reference was made to the subject of litigation, it is clear that this week's edition was conceived in part at least as a semi-legendary exercise. David Liddell took great care, this time, to give the whole "debate" a coherent theoretical structure and seemed at pains to ingratiate himself with his captive class.

Liddell, they seemed just as keen to ingratiate themselves with him, popping up into the limelight for their ritual three or four sentences, and popping obligingly back out of the moment he barked out "thank you". This curious method of audio debating, at which Robin is equally adept, rather resembles an extended essay, with each talking head representing one and only one—precise and well-measured concept.

David Liddell wrote us an elegant little essay which turned on three basic questions: was teaching a harder job now than in the past? Was teacher training adequate and the right kind? and did the right people go to the job? His studio panel, some of them well-known members of education's stego army and some of them newcomers to it, together provided more or less every shade of opinion about what was wrong and what to do about it.

Each section of the discussion was preceded by a small piece of film, one an absolutely hilarious collation of 10-year-old views on what teachers should be like, another a more thought-provoking collation of 16-year-old views. None of this latter group would have dreamed of becoming teachers themselves: "I think their life must be terrible—some of them deserve a medal for what they've done." It would obviously be a mistake to attach too much importance to the views of one isolated group, but the conviction that teachers should be "older people" capable of enforcing discipline was almost unanimously expressed. But shouldn't these teenagers impose their own discipline on themselves? A girl sounded shocked: "It wouldn't be right." If you sat in a corner of the classroom quietly working all day, you'd lose friends and get picked on, wouldn't you?

One of the few ideas developed at sufficient length to be of interest concerned teacher training with the aid of video-recorders and teaching blocks of this process were cogently set out. But this was only an interlude and we were soon back to our carefully organized cacophony.

The low social status of teachers, the high expectations society laid upon them, the strains of mixed ability teaching on them and the need for it, ROSLA, children's needs, children from broken homes, their earlier maturation these days, inadequate heads and administrators, parsimonious Government, the danger of mass-service teachers too young, the need to find a way of promoting good class teachers without stopping them from teaching, the way good staff are lost, and the need to find a way, in this context, simply thrown away.

Social drinking

Bohka Zamoyaska

Alcohol: 17 minutes. National-Barker Films Limited, Huddersfield, Ipswich, Suffolk. £220 plus VAT or on hire from: Concord Films Council Ltd or National Audio-Visual Aids Library.

This is a film aimed at 11- to 15-year-olds on the uses and abuses of alcohol. The opening shots show young people drinking at a disco. The film then charts the historical beginnings of alcohol through pictures of drinkers in pre-civilisation and civilisation. Unfortunately the documentary is particularly weak on this point.

Some interesting facts about ways in which wine was first distilled are dealt about social customs of young people would have helped to give a context to the pictures of Egyptian and biblical drinkers to whom it was also used for medicinal purposes.

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ETV

Playing with words

Cherida Mares

Many teachers are frustrated by the copyright restrictions which make it an offence to take general television programmes for use with their pupils. Yet these programmes are often of a standard which cannot be matched by the more modestly funded educational television. In a time of shortages of resources it is hardly appropriate to deny children in schools the benefit of programmes funded (in the case of BBC programmes) by licence-paying parents.

Copyright restrictions also mean that although school television and radio programmes may be recorded they may not be retained for more than three years. While most primary schools do not own videorecorders, many have tape recorders and if they are trying to build up a resource library, it is unrealistic to expect teachers to destroy tapes that are still being used. Particularly valuable in any such library are the poetry and stories suitable for small groups or individual listening.

Wordplay: that'd be telling, is the curmish title of an otherwise imaginative series that has slightly different emphasis from other series and as it is intended for private listening, it should be taped so that children can select, listen, enjoy, and respond by themselves. Formal follow-up work is discouraged and the main aim of the series is to encourage children to talk spontaneously to their teachers or to other children about what they have heard.

In fact if the tapes are popular it is unlikely that teachers will be able to talk to all the children individually. This problem has been anticipated and the teacher's handbook cites one particular solution: if she is busy she encourages children to talk to the tape recorder. She then listens to the tape at home and is ready to continue the conversation the next day: a risky suggestion as the sterile experience of listening to a tape recorder could dry up rather than encourage the flow of language.

One of the attractions of *Word play: that'd be telling* is the different accents of the storytellers: Anglo-West Indian, Indian, Welsh, and Scottish. This may be difficult for pupils already having problems with standard English, but a subsidiary aim of the series is to encourage pleasure in and respect for the variety of language and dialect.

Briefings

Radio and tv OU and FE

The Critical Vocabulary (Saturday 06.05 VHF 3)
A discussion on drama concettences on its specialised vocabulary. *The Effect of World War I on Russia and Germany* (Saturday 08.05 BBC 2)
Film of Germany and Russia at the time of Kaiser and Tsar lends to the study of the two socialist revolutions. *Zerowing in on O.D.* (Saturday 14.20 VHF 4)
Two members of the course team holding different opinions of the theory and practice of Organization Development discuss the TV programmes "We have Consensus" and "I Cannot Negotiate". *Language, Meaning and Empiricism* (Saturday 16.40 VHF 4, Thursday 26.40 VHF 3)
A discussion of the article by J. R. Searle, "Chomsky's Revolution in Linguistics". *A Glitcedged Investment* (Sunday 06.20 VHF 3)
Professor Maurice Pestov, of Queen Mary College, talks about the various economic concepts affecting educational policy. *A View of the Renaissance* (Sunday 07.40 BBC 2)
An eye-witness account of Renaissance Florence. The writing of Vasari is analysed. *Dorington Hall School* (Sunday 08.05 BBC 2)
Focuses on the problem of socialisation and social order. What are the constraints on behaviour in a seemingly free school? *Know Your Body* (Monday 18.30 Radio 3)
Reiner Goldsmith, professor of physiology at Chelsea College, London, on the human body. *The New Developments in Technical Education* (Tuesday 19.00 Radio 3)
TEC courses require re-thinking of methods of assessment and skills being tested. *Politics Now* (Tuesday late night BBC 1)
Edward Heath aimed for a "quiet but total revolution" when he became Prime Minister in 1970. Lord Carr and Frank Lloyd, explain their attitude to industrial relations, the Common Market and Northern Ireland. *Looking at Television* (Wednesday 11.35 ITV)
"Put a million" looks carefully at the Anson report and the technological developments in television. Will these two factors bring radical change in programmes? What does the public want? *Music Hall* (Friday 18.30 Radio 3)
The last of four programmes examines the reasons for the disappearance of the music hall: what has replaced them and is there any resemblance to the performances of the past?

Inherited wisdom

Human Heredity

16mm colour, 18 minutes, British Education Films Ltd, Hatfield, Herts. Available for sale from Boulton Hawker Films Ltd, Hatfield, Herts. or for hire from National Audio Visual Aids Library.

The function of chromosomes in carrying genetic information is related to the DNA that they contain. A simple structure of DNA is shown and the way in which it is folded to form a chromosome is explained. The concept of gene as a section of DNA, and various examples of human characteristics controlled by genes, are illustrated.

Through cell division it is shown that the pattern of the chromosomes is maintained and consequently the genes is maintained. The number and structure of the chromosomes alter with different types of organisms. The next section of the film is concerned with another aspect of heredity, how twins are formed. A pair of identical twins describes, using formalised diagrams, how they arise from a non-identical fertilization of two different eggs can produce twins like themselves. This film certainly succeeds in its aim of providing a simple but accurate introduction to human heredity. With the development of a career in social areas of biology this will be a timely addition to the available resources in the area of genetics. The film could be used in a variety of courses over a wide age range.

John Barker

Experience of childbirth

Lucy Gibson

Seeing Birth, a film by Helen Drew, the founder of the New Zealand Parents Centre movement, makes me afraid of ever going to hospital to have a baby. The film, narrated by R. D. Laing, is about women's experience of hospital childbirth.

It was made in New Zealand, but the scenes are set in a maternity ward in a hospital in England. It discusses artificial induction of labour, shaving of pubic hair, and episiotomy (an incision to enlarge the birth passage). We see a woman being prepared for delivery, and the doctors and nurses are not given a chance to explain or defend their procedures, some of which, sometimes, are deplorable.

The only moment in the film at which hospital staff are portrayed as anything but arrogant and insensitive was when the natural childbirth sequence when they cooperated with the husband in the delivery and shared the couple's delight with their baby. However, natural childbirth is not possible for every woman, and the film must be discouraging for the many women who have to rely on medical expertise for a safe delivery.

A more useful approach to this issue is presented in *A Child is Born* (1973), a film by Dr Frederick Leboyer, a French obstetrician,

which has recently aroused great interest. While Brew's film illustrates a number of births, Leboyer's film shows the delivery and after-care of one infant. He conveys his sympathy for the woman's adjustment to the infant, and we see the techniques he has developed to mitigate this crisis.

The baby is returned to the mother immediately after delivery placed on her stomach; after a while, the mother care for the infant, the infant is slowly nursed and placed in warm water. The room is dim, and it is so quiet you can hear the birds singing outside. The baby, not surprisingly, appears smiling and relaxed and by the end of the film its eyes are wide open.

Both these films show the need for society to respect the extreme vulnerability of mother and baby during birth. But the violence of *Birth's* attack on the health profession distracts from the important things it has to say.

Inquiries about "Birth" to Media Inquiries Ltd, 2 Eton Road, London NW3, or Ferguson Davidson Associates 01-689 6894. "A Child is Born" to Guild Sound and Vision Ltd, Woodcote House, Peterborough.